DOCUMENT RESUME

ED 050 640 FL 002 218

AUTHOR Lubera, Gene T.; And Others
TITLE Course of Study for Modern Foreign Language [Spanish, French, German] and Latin: Grades 6-12.
INSTITUTION Middletown City School District, Ohio.
PUB DATE 70
NOTE 102p.

EDRS PRICE EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS *Audiolingual Methods, Basic Skills, Bibliographies, Course Content, Course Objectives, Cultural Education, Educational Objectives, French, German, *Instructional Program Divisions, *Language Instruction, Latin, *Modern Languages, Spanish, *Teaching Guides

ABSTRACT

General guidelines for teachers of modern languages emphasize the development of understanding, speaking, reading, writing skills, and of appreciation of the culture being studied. The guide presents: (1) instructional objectives of each course ranging from introductory courses through level 5 in French, German, Spanish, and Latin; (2) outlines of course content; and (3) suggested materials needed to carry out an effective program. A selected bibliography for teachers includes a listing of materials for use by guidance personnel or teachers. Helpful advice on improving teaching methods is presented in a list of "Do's and Don't's" for teachers. (RL)

ED050640

COURSE OF STUDY
FOR
MODERN FOREIGN LANGUAGE & LATIN

GRADES 6 — 12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

MIDDLETOWN CITY SCHOOLS

Middletown, Ohio

1970

FL 002 717

ED050640

COURSE OF STUDY

IN

MODERN FOREIGN LANGUAGES AND LATIN

Spanish - French - German - Latin

Middletown City Schools
Middletown, Ohio
1970

Prepared under the direction of

Dr. Gene T. Lubera, Superintendent of Schools
Mr. T. F. Webb, Director of Curriculum
Mrs. Helen Baker, Secondary Coordinator

COMMITTEE FOR FOREIGN LANGUAGES
1969 - 1970

French

Miss Katherine Roudebush, Chairman
Mrs. Alice Harper
Mrs. Beth Hoskins
Miss Dorothy Diver
Miss Pat Poppelreiter
Miss Linda Harrison

German

Mr. Lawrence Boring
Mr. Roger Shoffner
Mr. William Shula
Miss Pat Poppelreiter
Mrs. Pat Francis
Mrs. Gudrun Seifert

Spanish

Miss Betty Croswell, Recorder
Mr. Randy Hartman
Mrs. Betty Trueblood
Miss Mary Dillon
Miss Zoetsa Laras
Mrs. Martha Lyon
Miss Linda Harrison
Mrs. Pat Francis
Miss Sharon Hankinson

Latin

Miss Kiki Demetrion
Mrs. Glenda Elzy
Mrs. Lois Nichols

FOREWARD

This course of study has been developed to serve the needs of teachers in following a program of instruction in keeping with a modern philosophy of language teaching. The approach emphasizes the development of understanding, speaking, reading, and writing, as well as an appreciation of the culture of the particular people being studied. It is hoped that the study of a foreign language will be an enjoyable and rewarding experience.

It is the purpose of this guide to present the objectives of each course, the outline of the content, and the suggested materials needed to carry out an effective program.

Committees have appraised the objectives, procedures, and materials with the purpose of better preparing our students with useful skills in a foreign language, as well as to appreciate the cultural values which can be attained through such a study.

TABLE OF CONTENTS

PHILOSOPHY 1

GENERAL OBJECTIVES 2

INTRODUCTION TO LANGUAGE LEARNING 3

FRENCH

Grade 6 5
Grade 7 7
Grade 8 11
High School
French I - Beginning 15
French I - Advanced 21
French II 23
French III 27
French IV 29

GERMAN

Philosophy for the Middle School 31
General Objectives 31
Grade 6 33
Grade 7 35
Grade 8 37
Activities 39
Evaluation 43
German in the High School 47
German I - Beginning 49
German I - Advanced 53
German II 55
German III 57
German IV 59
German V 61
Evaluation 63
Bibliography 65

SPANISH

Objectives for the Middle School 69
Grade 6 69
Grade 7 73
Grade 8 77
High School
Spanish I - Beginning 81
Spanish I - Advanced 85
Spanish II 87
Spanish III 91
Spanish IV 93
Bibliography 94

LATIN . . . . . .

Latin I 95
Latin II 97
Latin III 99
Latin IV 101
Bibliography 103

BIBLIOGRAPHY FOR FOREIGN LANGUAGE TEACHERS 107

PROFESSIONAL TESTING GUIDE 109

GUIDANCE 110

SOME DO'S AND DON'T'S 111

PHILOSOPHY

There is a continuing increase in interest nationally in the study of foreign languages. This can be attributed to a variety of influences: growth in international relations, increased travel abroad, and expanding opportunities in vocations demanding language proficiency.

One of the primary purposes in studying foreign language today is to be able to communicate orally; therefore, listening, understanding, pronouncing, and conversing are the elementary steps in acquiring oral proficiency. Reading, understanding the structure of the language, and being able to write in the language are a logical part of language study. Training in such aspects of the culture as social and political organization, "little" culture (e.g. customs, habits), music, art, and literature are an integral part of the development of the program. Thus, the study of foreign language should enrich the educational experiences of the student and contribute to world understanding.

To attain functional use of a foreign language, it is desirable that continuation of the study of the chosen language be encouraged. The study of a modern language can be an enjoyable and rewarding experience and can give the student new insights and understandings.

ULTIMATE INSTRUCTIONAL OBJECTIVES FOR MODERN FOREIGN LANGUAGES

1. To listen with understanding and to speak sufficiently to make direct contact with a native speaking at normal tempo on a subject within the range of pupils' experiences.

2. To read with direct understanding, without reference to English translation, material on a general subject.

3. To write understandably using the authentic patterns of the language and without conscious reference to English.

4. To understand linguistic concepts, such as the grammatical nature of language and how it functions through its structural system.

5. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.

6. To acquire a knowledge of significant features of the country or area (geographical, cultural, economic, political, etc.) where the language being studied is spoken.

7. To develop an appreciation for and an understanding of the literary and cultural heritage of the people whose language is studied.

8. To attain over-all goals in modern foreign language study which are effective for communication and cultural understanding.

INTRODUCTION TO LANGUAGE LEARNING

In the first year the language should be acquired mostly through listening and speaking, as the emphasis is on oral facility and comprehension.

Each language teacher should have a tape recorder and the tapes of the text materials, plus a blank tape for student recording.

In each of the three high schools there is a language laboratory which should be used by the teacher who, of course, understands the proper use and purpose for this equipment.

It is desirable for each teacher to make a file of flat pictures and to request filmstrips, films, and records or a song book whenever it is financially feasible.

Use and change bulletin boards frequently. Try to get resource people to visit classes.

Encourage students to remain with a language through high school so that the skills he has attained will remain more useful. With the aural-oral method, it takes longer to acquire extended vocabulary and more complex structures.

If a student seems very adept at language learning, do not encourage taking two languages at the same time, but do encourage him to begin another one or two years after he has started the first one.

FRENCH - GRADE 6

I. AURAL COMPREHENSION AND ORAL COMMUNICATION
- A. Goals
  To develop a facility to recognize, use, and respond to basic sentence structures.
- B. Specific skills
  1. Respond to various interrogative patterns
     a. Est-ce que and inverted questions
     b. Qui (avec qui, pour qui)
     c. Qu'est-ce que
     d. Quel, Quelle
     e. Adverbs: où, pourquoi, comment, combien (de)
  2. Respond with numbers to dates (omit year)
- C. Techniques
  1. Repetition
  2. Pattern drills
  3. Response to questions
  4. Directed dialogue
  5. Explanation of vocabulary and reading in French

II. ANALYSIS OF STRUCTURES TO BE TAUGHT
- A. Articles
  1. All definite, indefinite and elided articles
  2. Contracted forms de and à (du, des; au)
  3. Affirmative partitive
- B. Nouns
  1. Gender (teach the article with the noun)
  2. Plural of nouns (regular)
  3. Possessive with de
- C. Verbs
  1. First conjugation "er" verbs
  2. Irregular verbs: être (singular), avoir, aller
- D. Adjectives
  Masculine and feminine forms used in the singular
- E. Pronouns
  1. Personal pronouns (limited to subject pronouns)
  2. Interrogative pronouns (qui, qu'est-ce que)
- F. Sentence structure
  1. Declarative
  2. Negative
  3. Interrogative
  4. Imperative

III. VOCABULARY
- A. Content
  1. Vocabulary is predetermined by textbook being used.
  2. Numbers
     One through thirty-nine should be taught thoroughly.
  3. Dates
- B. Techniques
  1. Illustrations
  2. Filmstrips
  3. Synonyms
  4. Gestures
  5. English may be used if word is abstract
  6. Discourage translating from French to English

IV. PRONUNCIATION
- A. Goals
  1. Accuracy in reproducing sounds
  2. Accuracy in use of familiar speech
  3. Accuracy in sound-symbol association
- B. Special emphasis
  1. Silent plural verb endings
  2. Liaison
  3. Elision
- C. Techniques
  1. Repetition
  2. Imitation

V. READING
- A. Goals
  1. Ability to read familiar material
  2. Ability to comprehend and answer questions with no use of English
- B. Materials: Basic text

VI. WRITING
- A. Goals
  Ability to write fully familiar material
- B. Techniques
  1. Copying of completely familiar material
  2. Dictation on mastered material

VII. CULTURE AND CIVILIZATION
- A. Geography
  1. Boundaries on all sides
  2. Mountains
  3. Leading cities
- B. Important holidays
  1. 14 juillet
  2. Noel
  3. Le Nouvel An

VIII. EVALUATION
- A. Memorized dialogues
- B. Individual oral tests
- C. Oral resumés
- D. Written exercises

IX. TEACHING MATERIALS
- A. Textbook
  Okin, Josée Pilot-Debienne, and Schmitt, Conrad J., Le Francais: Commencons, St. Louis, Webster Division, McGraw-Hill Book Company, 1970.
- B. Teaching aids
  1. Teacher Edition of Le Francais: Commencons
  2. Set of tapes for Le Francais: Commencons
  3. Set of filmstrips for Le Francais: Commencons
  4. Test package for Le Francais: Commencons
  5. Maps

FRENCH - GRADE 7

I. AURAL COMPREHENSION AND ORAL COMMUNICATION
- A. Goals
  To develop a facility to recognize, use, and respond to basic sentence structures.
- B. Specific skills
  1. Respond to various interrogative patterns
     a. Est-ce que and inverted questions
     b. Qui, que
     c. Qu'est-ce qui, qu'est-ce que
     d. Quoi
     e. Quel, quelle
     f. Adverbs: où, quand, comment, pourquoi, combien de
  2. Respond to questions using various expressions
     a. Quelle heure
     b. Quel âge
     c. Quel temps fait-il
     d. De quelle couleur
  3. Respond with numbers to items of
     a. Time
     b. Dates
- C. Techniques
  1. Repetition
  2. Pattern drills
  3. Response to questions
  4. Directed dialogues

II. ANALYSIS OF STRUCTURES TO BE TAUGHT
- A. Articles
  1. Affirmative
  2. Negative construction with de
  3. De without the article if an adjective precedes the noun.
- B. Verbs
  1. Present tense of the three regular conjugations
  2. Present tense of the irregular verbs: etre, aller, repondre, prendre, mettre, vouloir, pouvoir, ouvrir, partir
  3. Past tense (passe compose) with avoir
- C. Adjectives
  1. Agreement
     a. Plural forms
     b. Feminine forms
  2. Comparison
     a. Comparative with plus -- que
     b. Superlative with le plus -- de
  3. Position
  4. Demonstrative adjectives (ce, cet, cette, ces)
  5. Possessive adjectives (mon, ton, son, ma, ta, sa, mes, tes, ses)
- D. Pronouns
  1. Personal pronouns
     a. Direct object pronouns
     b. Indirect object pronouns
     c. Object pronouns with imperatives
  2. Relative pronouns
     a. qui
     b. que

3. Interrogative pronouns
   a. qui
   b. que
   c. qu'est-ce que

E. Sentence Structures
   1. Declarative
   2. Negative
   3. Interrogative
   4. Imperative

III. VOCABULARY
A. Content
   1. Vocabulary is predetermined by textbook being used
   2. Numbers
      a. Cardinal (Review 1-39. Teach 40-69)
      b. Ordinal
   3. Dates (Do not emphasize year)
   4. Time
   5. Idioms with faire
B. Techniques
   1. Illustrations
   2. Filmstrips
   3. Synonyms
   4. Gestures
   5. English may be used if word is abstract.
   6. Discourage translation to English.

IV. PRONUNCIATION
A. Goals
   1. Independence in attacking an unfamiliar word
   2. Accuracy in use of familiar speech
B. Special emphasis
   1. Sounds C and G
   2. Sounds SS and S between vowels
   3. Sounds il and ill
C. Techniques
   1. Repetition
   2. Imitation
   3. Association of same sounds

V. READING
A. Goals
   1. Ability to read familiar material
   2. Ability to comprehend and answer questions with no use of English
B. Materials: Basic Text

VI. WRITING
A. Goals
   Ability to write fully familiar material
B. Techniques
   1. Copying of completely familiar material
   2. Dictation on mastered material

VII. CULTURE AND CIVILIZATION
A. Geography
   1. Boundaries on all sides
   2. Mountains

3. Rivers
4. Cities
5. Leading provinces

B. History

C. Holidays
1. 14 Juillet
2. Noel
3. Le Nouvel An

VIII. EVALUATION
A. Memorized dialogues
B. Individual oral tests
C. Oral resumes
D. Written exercises

IX. TEACHING MATERIALS
A. Textbook
Okin, Josee Pilot-Debienne, and Schmitt, Conrad J., Le Francais: Commencons
St. Louis, Webster Division, McGraw-Hill Book Company, 1970.

B. Teaching Aids
1. Teacher edition of LeFrancais: Commencons
2. Set of tapes for text
3. Filmstrips for text
4. Test package for text
5. Maps
6. Filmstrips

1. 847-1 Christmas Songs in French with guide $5.50
Record accompanying filmstrip 847-1 RR 3.50

Society for Visual Education, Inc.
1345 Diversy Parkway, Chicago, Illinois 60614

2. 39D France, The Country and Its People $5.00
39E Paris 5.00

Eyegate House, Inc.
146-01 Archer Avenue
Jamaica, N. Y. 11435

FRENCH - GRADE 8

I. AURAL COMPREHENSION AND ORAL COMMUNICATION
- A. Goals - At this level there should be increasing facility in the ability to:
  1. Speak in declarative, negative, interrogative, negative-interrogative, imperative, and negative-imperative sentences
  2. Respond to various interrogative patterns
     - a. Est-ce que
     - b. Inverted questions (noun and pronoun subjects)
     - c. Qui, que
     - d. Qu'est-ce que, qu'est-ce qui
     - e. Quoi
     - f. Quel, quelle
     - g. Adverbs: où, quand, comment, pourquoi
  3. Respond to questions using various expressions
     - a. Quelle heure
     - b. Quel âge
  4. Respond with numbers to items of
     - a. Time
     - b. Date (omit years)
- B. Techniques
  1. Repetition
  2. Pattern drills
  3. Response to questions
  4. Directed dialogue

II. ANALYSIS OF STRUCTURES TO BE TAUGHT
- A. Articles
  1. Contracted forms with de and à
  2. Partitive
- B. Nouns (Review)
  1. Gender
  2. Plural
  3. Possessive with de
- C. Verbs
  1. Tenses
     - a. Present of three regular conjugations (review)
     - b. Present of irregular verbs: avoir, être, aller, faire, dire, écrire, vouloir, pouvoir, prendre, venir, savoir, voir, mettre, lire, croire, devoir, apprendre, recevoir, courir, falloir, connaître, boire, dormir, devenir, ouvrir
     - c. Passé composé
       1. With avoir
       2. With être - in addition to aller and venir include rester, monter, arriver, sortir, revenir, tomber, descendre, and entrer
  2. Reflexive verbs (se regarder, se raser, se mettre, s'appeler, s'asseoir, se laver, se lever, se coucher, se dépêcher, se reveiller, se peigner, se marier, se trouver, se demander)
     - a. Imperative
     - b. Negative-imperative
     - c. Present
     - d. Passé Composé
  3. Agreement of past participle in passé composé
  4. Orthographic changing verbs: lever, jeter, appeler, acheter

5. Infinitive
   a. Verb + à + infinitive (apprendre, commencer, continuer)
   b. Verb + de + infinitive (decider, oublier, essayer)
6. Expressions with avoir: avoir faim, avoir soif, avoir peur, avoir froid, avoir chaud, avoir honte, avoir de la chance, avoir...ans, avoir le temps, avoir l'habitude, avoir l'intention
7. Penser à

D. Adjectives
   1. Position
   2. Demonstrative adjectives
   3. Possessive adjectives

E. Pronouns
   1. Personal pronouns
      a. Subject pronouns
      b. Direct and indirect object pronouns (used with imperative, present, and passé composé)
      c. Y
      d. En
   2. Reflexive pronouns
   3. Relative pronouns
      a. Qui
      b. Que
   4. Interrogative pronouns
      a. Qui
      b. Que
      c. Qu'est-ce que
      d. Qui est-ce que
      e. Quoi
      f. Quel
      g. Lequel

F. Adverbs
   1. Formation with ment
   2. Position

G. Sentence structure
   1. Declarative
   2. Negative
   3. Interrogative
   4. Negative-interrogative
   5. Imperative
   6. Negative-imperative

III. VOCABULARY

A. Content
   1. Basic vocabulary (predetermined by the text being used)
   2. Numbers
      a. Cardinal (review 1 to 69)
      b. Ordinal
   3. Dates
   4. Time
   5. Negation: ne...pas, ne...rien, ne...personne, ne...plus, ne...aucun

B. Techniques
   1. Illustrations
   2. Filmstrips
   3. Gestures
   4. Synonyms
   5. Antonyms

IV. PRONUNCIATION
- A. Goals
  1. Independence in attacking unfamiliar words
  2. Accuracy in speech
  3. Sound-symbol association
- B. Special emphasis
  1. Liaison
  2. Elision
  3. Silent verb endings

V. READING
- A. Goals
  1. The ability to read and comprehend fully familiar material
  2. The ability to comprehend and answer written questions without the use of English
- B. Materials: Basic text

VI. WRITING
- A. Goals: Ability to write fully familiar material
- B. Materials: Basic text
- C. Techniques
  1. Copying
  2. Manipulative exercises
  3. Dictation

VII. CULTURE AND CIVILIZATION
- A. Geography
  1. Boundaries
  2. Mountains
  3. Rivers
  4. Principal cities
- B. Important holidays
  1. July 14
  2. Nöel
  3. Le nouvel an

VIII. EVALUATION
- A. Memorized dialogues
- B. Oral individual quizzes
- C. Oral résumés
- D. Written exercises
- E. Multiple-choice comprehension quizzes

IX. TEACHING MATERIALS
- A. Basic text
  Okin, Josée Pilot-Debienne, and Schmitt, Conrad J., Le Francais: Continuons, St. Louis, Webster Division, McGraw-Hill Book Company, 1970
- B. Aids
  A. Map
  B. Set of tapes for Le Francais: Continuons
  C. Filmstrips for Le Francais: Continuons
  D. Test package for LeFrancais: Continuons

FRENCH I
(For students beginning French in Grade 9 or above)

I. AURAL COMPREHENSION AND ORAL COMMUNICATION

A. Goals

To develop a facility to recognize, use, and respond to simple basic sentence structures.

B. Specific Skills

1. To speak in declarative, imperative, negative, interrogative, and negative-interrogative sentences.
2. To respond to various interrogative patterns
   a. Est-ce que and inverted questions
   b. Qui, Que
   c. Qu'est-ce que, Qu'est-ce qui
   d. Quoi
   e. Quel, Quelle
   f. Adverbs: où, quand, comment, pourquoi, combien (de)
3. To respond to questions using the various expressions
   a. Quelle heure
   b. Quel âge
   c. Quel temps fait-il?
   d. De quelle couleur
4. To respond with numbers to items of
   a. Time
   b. Dates (omit the year)

C. Techniques

1. Repetition
2. Pattern drills
3. Response to questions (both oral and those based on readings and dialogues)
4. Directed dialogue
5. Dictation(for practice in aural comprehension)
6. Explanation of vocabulary and reading in French, by pictures, drawings on the board, etc. Resort to English only for abstract words and as a last resort or when the time involved would not be worth the while.

II. ANALYSIS OF STRUCTURES TO BE TAUGHT

A. Articles

1. All definite, indefinite, and elided articles
2. Contracted forms with de and à (au, aux, du, des)
3. Partitive
   a. Affirmative
   b. Negative construction--de without the article
   c. De without the article if an adjective precedes the noun

B. Nouns

1. Gender (teach the article with the noun)
2. Plural of nouns -- regular and irregular
3. Nouns of quantity followed by de or d'
4. Possessive with de

C. Verbs

1. Tenses
   a. Present of the three regular conjugations and the irregular verbs: aller, avoir, boire, connaître, croire, dire, ecrire, être, falloir, faire, lire, mettre, ouvrir, partir, pouvoir, prendre, recevoir, savoir, sentir, servir, sortir, venir, voir, vouloir

b. Passé composé of the above verbs
1. With avoir
2. With être
3. Agreement of participle with both avoir and être

2. Reflexive verbs--present tense, commands, and the passé composé: s'appeler, s'asseoir, se laver, se lever, se coucher, se dépêcher, s'habiller, se reposer, s'arrêter, se fâcher, se raser.
3. Orthographic changes
a. acheter, appeler, s'asseoir, espérer, mener, envoyer, essayer, jeter, lever, payer, manger, commencer, répéter.
4. Infinitives
a. Verb + à + inf.
b. Verb + de + inf.
c. Verb + inf.
5. Idiomatic Sequence of tense
a. Depuis, depuis quand, depuis combien de temps with the present tense.
b. Venir de + infinitive

D. Adjectives
1. Agreement
a. Plural forms
b. Feminine forms
2. Position
3. Demonstrative adjectives
4. Possessive adjectives

E. Pronouns
1. Personal pronouns
a. Subject pronouns (vous for politeness)
b. Direct and indirect object pronouns -- one at a time
c. Object pronouns with the imperative (negative and affirmative)
d. Disjunctive pronouns
e. Y
f. En
2. Reflexive pronouns (teach before the object pronouns)
3. Relative pronouns (qui, que, lequel, auquel, duquel, où, dont)
4. Interrogative pronouns (qui, qu'est-ce qui, que, qu'est-ce que, quoi, quel, qui est-ce que)
5. Ceci, cela, ça

F. Adverbs
1. Formation with ment
2. Position in the present and passé composé tenses
3. Adverbs of quantity followed by de or d'

G. Negation
1. ne ... pas
2. ne ... plus
3. ne ... rien
4. ne ... aucun
5. ne ... jamais
6. ne ... que

H. Sentence structure
1. Declarative
2. Negative
3. Interrogative
4. Negative-interrogative
5. Imperative
6. Negative-imperative

III. VOCABULARY
- A. Vocabulary is predetermined to a great extent by the textbook being used. No attempt will be made to list vocabulary words in this course of study.
- B. Numbers
  1. Cardinal (1 through 69)
  2. Ordinal
- C. Dates (omit the year)
- D. Time
- E. Idioms with avoir: avoir faim, soif, froid, chaud, peur, honte, sommeil, raison, tort, du mal, envie, le temps, l'habitude
- F. Idioms with faire: faire chaud, froid, mauvais, frais, beau, du vent, du soleil
- G. Techniques
  1. Teach by use
  2. Discourage translating from French to English
  3. Synonyms and antonyms in French
  4. Teaching aids as illustrations, drawings, pantomine, filmstrips, pictures, transparencies, etc.
  5. Rapid aural comprehension drills on numbers

IV. PRONUNCIATION
- A. Goals
  1. Independence in attacking an unfamiliar word
  2. Accuracy in the use of familiar speech
  3. Emphasis of sound-symbol association as the student begins to write
- B. Phonetic symbols
  Phonetic symbols shall not be taught as such. The student shall be made conscious of the fact that the phonetic alphabet does exist and can be used incidentally in his vocabulary study.
- C. Liaison
  1. S or Z is linked with a Z sound
  2. D is linked with a T sound
  3. F is linked with a V sound
- D. Special emphasis
  1. Syllabication
  2. Avoidance of influence of English -- especially before r
  3. Recognition of consonant sounds
     a. C and G
     b. S vs. ss between vowels
     c. ill or il
  4. Recognition of letter combination sounds
  5. Grouping of words and intonation
- E. Techniques
  1. Imitation
  2. Repetition of oral drills and recorded material
  3. Association of the same vowel sound
  4. Oral reading of prepared passages

V. READING
- A. Goal: the ability to read familiar material
- B. Materials
  1. Basic text
  2. Extra readers

C. Techniques
Materials should be carefully presented by the teacher. New vocabulary can be presented by means of filmstrips, sketches, illustrations, drawings, French explanations, etc. The passage can be presented orally by the teacher himself and/or by recorded tapes. Comprehension can be checked by oral questions and answers.

VI. WRITING
A. Goal: the ability to write familiar material
B. Techniques
1. Copying
2. Manipulative drills
3. Answers to questions
4. Dictation

VII. CULTURE AND CIVILIZATION
A. Goals
To lead the student to notice and to discuss various aspects of French culture which differ from his own, without implying anything "foolish, peculiar, funny" about the foreign culture. We want to foster neither an uncritical admiration of the foreign culture at the expense of our own nor a smugness about our own fancied cultural superiority.
B. Geography
1. Boundaries on all sides
2. Mountains
3. Rivers
4. Leading cities and ports
5. Leading provinces
6. Leading agricultural and industrial areas and products
C. Suggested topics for observation and extensive study
1. Customs -- family and social
2. History -- Charlemagne, Middle Ages and chateaux, Hundred Years War and Joan of Arc, Louis XIV and Versailles, French Revolution, Napoleon
3. Art, music, literature, science
4. Interesting places -- Paris, various provinces and regions (Normandy, Brittany, Pyrenees area, Midi, Alps area, Loire Valley)
5. Education in France
6. Sports in France
7. Gastronomy in France
D. Important holidays
1. July 14 - French July 4
2. Noel
3. Le Nouvel An
4. Le premier mai
E. Techniques
French culture and civilization are best introduced as a part of the study of the language and the material available in the basic text. The emphasis can be adapted to the individual or to the class. Other sources or techniques:
1. Slides and films
2. Bulletin board displays
3. Independent study
4. Resource person, be it the teacher or an outsider

VIII. SUGGESTED LEARNING ACTIVITIES

A. Dictation
B. Aural comprehension exercises
C. Map making
D. Pen pals
E. Filmstrips, slides, movies
F. Records
G. Songs
H. French names for students
I. Crossword puzzles
J. Drill exercises
K. Reading selections
L. State Scholarship Tests
M. Independent study or research
N. Laboratory
O. Dialogues
P. Magazines--Paris Match, Elle
Q. Student records

IX. EVALUATION

A. Brief quizzes to check aural comprehension. These can be oral or written multiple choice.
B. Quizzes to check structure patterns and vocabulary comprehension. These can also be multiple choice.
C. Dictation
D. A continual check and record of an individual's pronunciation can be done in the lab (or in the classroom, but not as detailed)
E. Unit tests which test both aural and written comprehension

X. TEACHING MATERIALS

A. Textbook
Evans, James A, Baldwin, Marie, and Kelly, Leo L.,
Learning French the Modern Way--Level 1, Second Edition,
St. Louis, Webster Division, McGraw-Hill Book Company, 1967
B. Supplementary Reading Materials
C. Teaching Aids
1. Teacher Edition of Learning French the Modern Way--Level 1
2. Set of tapes for Learning French the Modern Way--Level 1
3. Set of filmstrips for Learning French the Modern Way--Level 1
4. Test package (tapes, I.M., Webstermasters) for Learning French the Modern Way--Level 1
5. Set of student practice discs for Learning French the Modern Way--Level 1

FRENCH LEVEL I - ADVANCED

These students will follow the curriculum indicated for French II and will continue on an advanced track as far as possible.

The accomplishment of grades six, seven, and eight will be equal to French - Level I <u>beginning</u>.

FRENCH II

(For students in Grade 9 who have had French in Grades 6, 7, and 8 or for those in Grades 10-12 who have had French I.)

I. AURAL COMPREHENSION AND ORAL COMMUNICATION

A. Goals

In French II there should be (1) an increasing facility in the recognition of and response to common interrogative and other sentence patterns learned in French I and (2) a developing audio-lingual command of basic new vocabulary and structures taught at this level.

B. Techniques

1. Oral drills for teaching vocabulary and structural points -- repetitions, pattern drills, directed dialogues
2. Use of French for explanation of vocabulary and reading
3. Response to questions on readings and dialogues
4. Oral resumes of reading selections
5. Short anecdotes read or told in French and followed by simple questions
6. Rapid aural comprehension drills on numbers
7. Dictations (for practice in aural comprehension)

II. ANALYSIS OF STRUCTURES TO BE TAUGHT

French II should provide a systematic review and re-use of structural patterns taught in Level I. Special emphasis should be given to those structures that were introduced but not fully mastered in the first year. (These are starred in the following list.) The teacher should be on guard to see that the learning of grammatical principles is not substituted for performance in the use of the language.

A. Verbs *

1. Tenses--passe compose, future, conditional, imperfect, compound tenses--future perfect, conditional perfect, pluperfect
2. Subjunctive, both present and perfect. At this level, emphasis should be on the most automatic, required uses of the subjunctive. It should not be pushed at such a pace or to such a degree that the concept becomes unnecessarily confusing and complicated.
3. Specific verbs to be taught
   a. *Orthographic changing verbs, like manger, commencer, lever, jeter, repeter, employer. Emphasize as need directs.
   b. *Reflexive verbs. Give special attention to passe compose
   c. Irregular verbs. tenir, suivre, devoir, plaire, se taire, se rappeler, se souvenir, suffire, vivre, construire, etc., peindre, etc., offrir, etc., rire, paraitre. See also the list in French I.
4. Use of the infinitive and the present participle
   a. Use of present participle after en.
   b. Use of infinitive after avant de and other prepositions
5. Idiomatic sequence of tense
   a. Quand, etc., in future time
   b. *Depuis, depuis quand, il y a ... que. Add concept of usage with imperfect tense
   c. *Venir de + infinitive. Add concept of usage with imperfect

B. Pronouns

1. Personal--*direct and indirect objects of verb, y and en. Use of two object pronouns together
2. Demonstrative
3. Relative--*qui, *que, dont, lequel, ce qui, ce que, ce dont, ou
4. *Interrogative

5. Possessive
6. Distinction between c'est and il est
7. Indefinite--on, quelqu'un, quelques-uns

C. Adjectives and adverbs
1. Comparison--comparative and superlative. Use of de with the superlative
2. Position of adjective--effect on meaning
3. *Adverbs of quantity with de

D. Prepositions
1. Use of à and en with geographical names
2. *Use of à, de or no preposition with infinitive

E. Negation
1. *ne...rien, ne...jamais, *ne...plus, ne...personne, ne...que, ne...guere, ne...aucun, ni...ni, non plus
2. Negative with infinitive

III. VOCABULARY

A. Content
1. Specific words and idioms will be determined largely by basic text and reading materials used.
2. Le Francais fondamental 1er et 2eme degré provides a useful list of vocabulary at this level.
3. Numbers and dates (Work for rapid aural-oral facility.)
a. Numbers beyond 69
b. Dates--In teaching dates, stress the form dix-neuf cent soixante, not mil neuf cent soixante.

B. Techniques
1. Vocabulary should be acquired through frequent use in reading, conversation, and oral drills. Students should be discouraged from making direct and formal association of the French word with an English equivalent their chief means of vocabulary learning.
2. Emphasis should be put on learning of French words in French by the use of synonyms, antonyms, word families, definitions, associations by categories, and observation of context.

IV. PRONUNCIATION

A. Goals
1. Accuracy in pronunciation of familiar words and sentences
2. Increased confidence and facility in the pronunciation of unfamiliar words or material.

B. Special emphasis
1. Continued attention to syllabication
2. Recognition of vowel sounds (Make simple use of phonetic symbols as a useful tool.)
3. Grouping of words and intonation

C. Methods of teaching
1. Frequent oral drills on specific sounds, words, or sentence patterns
2. Oral reading, especially of prepared passages.
3. Repetition of recorded material
4. Direct lessons on phonetics, kept to a very simple form. Often the use of phonetic symbols will counteract tendency to pronounce certain letter combinations in English.

V. READING

A. Goals
The goal of reading should be direct comprehension, not translation. Understanding can be checked by question-and-answer method in French. Translation may be used to clarify difficult passages.

B. Materials
The basic textbook will provide most of the material for intensive reading. Supplementary reading passages in text and auxiliary readers may provide for individual students or classes that need more material.

C. Techniques
1. During the greater part of this year, reading passages should still be carefully presented to the class before being assigned for reading and study by the student. This presentation might include use of film or other visual aids, oral reading of the passage by the teacher or from tape, explanation of meaning of new vocabulary, drills to teach pronunciation and use of new materials, oral questionnaires.
2. In the latter part of the year, greater independence in reading should be encouraged by reducing the thoroughness of the presentation steps and by providing supplementary reading experience.

VI. WRITING

A. Goals
The goal in written expression at this level should be accuracy and proficiency in the use of familiar vocabulary and structures.

B. Activities
1. Written exercises and manipulations on points of structure or vocabulary
2. Answers to questions on reading
3. Free completions of certain sentence patterns
4. Written résumés of reading selections
5. Rewriting a passage, changing from present to past or changing person or number
6. Controlled compositions--directed by series of questions to be answered, by directions in second person of a narration to be written in the first person, by list of words or expressions to be used on a narrowly prescribed subject
7. Dictations

VII. CULTURE AND CIVILIZATION

A. Goal
To lead the student to notice and to discuss various aspects of French culture which differ from his own, without implying anything "foolish, peculiar, funny" about the foreign culture. We want to foster neither an uncritical admiration of the foreign culture at the expense of our own nor a smugness about our own fancied cultural superiority.

B. Techniques
French culture and civilization will be best introduced as an integral part of the language study through reading and discussion of cultural narratives. Such narratives can be extended by --
1. Use of films and slides
2. Bulletin board displays
3. Outside reading and independent study
4. Cultural "sidetrips" based on knowledge and personal experiences of the teacher or other resource person

C. Suggested topics for observation or extended study
1. Customs--family, marriage, social customs, etc.
2. History--Middle Ages, Renaissance, century of Louis XIV, 18th Century, French Revolution, Napoleon
3. Art, music, literature
4. Interesting places--Paris, certain provinces or regions of France
5. Education in France

VIII. EVALUATION

A. Brief quizzes (written), often in the form of dictations
B. Brief check-ups on aural comprehension--multiple-choice technique
C. Tests (formal or day-to-day record) of pronunciation. This might be carried out in the laboratory.
D. Unit tests--These should include measures of aural comprehension.
E. Observation in laboratory through continuing written notations on each student's responses, recording of student responses for replay for the student's own evaluation
F. AATF National French Contest (of special interest to the readier students)

IX. TEACHING MATERIALS

A. Textbook
Evans, James A, Baldwin, Marie, and Kelly, Leo L., Learning French the Modern Way--Level 2, Second Edition, St. Louis, Webster Division, McGraw-Hill Book Company, 1967

B. Supplementary Reading Materials
1. Valette, Jean-Paul and Rebecca, Lisons, St. Louis, Webster Division McGraw-Hill Book Company, 1968 (first semester)

C. Teaching Aids
1. Teacher Edition of Learning French the Modern Way--Level 2
2. Set of tapes for Learning French the Modern Way--Level 2
3. Set of 12 motion pictures (color) for Learning French the Modern Way--Level 2
4. Test Package (tapes, I. M., Webstermasters) for Learning French the Modern Way--Level 2

FRENCH III

French III should offer increased emphasis on reading and writing while not neglecting the continuing development of listening and speaking skills.

I. READING
- A. Goals
  1. Ability to read without translation literary selections rather than simply prepared reading or adapted selections
  2. Increasing facility in deriving meaning of words from context, from association with other words, from definitions and explanations in French
  3. Increased vocabulary
- B. Materials
  1. Basic text providing varied selections from nineteenth and twentieth century French writers--newspaper articles, scenes from plays, extracts from novels, poems, essays, and speeches
  2. Supplementary readings--short stories, novels, plays--according to the ability and skills of the class or the individual student
  3. French-French dictionaries and dictionaries of synonyms

II. WRITING
- A. Goals
  1. Ability to write with some freedom (without conscious thinking in English) on familiar subjects
  2. Ability to write accurately the more complex grammatical structures with which one is familiar
- B. Activities
  1. Manipulative exercises as described in French II
  2. Compositions on subjects growing out of reading selections
  3. Dictations

III. LISTENING AND SPEAKING
- A. Goals
  1. Developing facility in understanding spoken French
  2. Increased ability to discuss ideas growing out of reading
- B. Activities
  1. Pattern drills to develop facility in use of new vocabulary and idioms and more complex structures
  2. Oral questionnaires over reading
  3. Prepared oral presentations based on readings
  4. Listening to tapes or other recordings of French
  5. Dictations
  6. Direct lessons and drills on pronunciation and oral reading

IV. GRAMMAR

While the student should have met by the end of French II most of the basic structural patterns of the language, he will still need much experience and practice before he has a genuine command of the language. Any basic structural pattern which has already been taught should be reviewed and drilled as needed.

- A. Structures to be introduced or emphasized. (Items starred * have had a minimum of previous attention.)
  1. Sequence of tense and mood. Particular emphasis should be given

to the use of the *subjunctive; the recognition and understanding of the *passé simple; differentiation between use of the imperfect and the passé composé; use of the infinitive; conditional-type sentences.

2. *Use of c'est ...qui (que)
3. *Recognition of the use of ne after the comparative and with certain uses of the subjunctive
4. *Impersonal expressions such as il reste (entre, est venu) trois personnes
5. Idiomatic uses of prepositions, particularly à, de, en, dans
6. Omission and use of the article
7. *Passive voice and expressions in French (such as on and pronominal verbs) which express ideas that are passive in English

B. Techniques
1. Repeated observation of structural points in extensive reading experience
2. Oral and written structure drills--repetition, substitution, sentence creation
3. Daily oral and written experience with structural patterns in normal use of the language

V. CULTURE AND CIVILIZATION

With the increased reading at this level, information on French culture and civilization will derive naturally from the readings themselves. Emphasis at this level is on contemporary French life and writings of French authors of the nineteenth and twentieth centuries.

VI. TEACHING MATERIALS

A. Basic textbook

Politzer, Abel, Bourque, Helstrom, Hull, Maman, La France: Une Tapisserie, St. Louis, McGraw-Hill Book Company, 1967.

B. Supplementary reading materials

Some of the additional texts listed under French IV might be drawn on for use at this level.

C. Teaching Aids
1. Teacher's Edition of La France: Une Tapisserie
2. Tapes for La France: Une Tapisserie
3. Tests for La France: Une Tapisserie
4. Film: Paris: Un Rêve Pour Tous, McGraw-Hill Company

FRENCH IV

I. READING
   A. Goals
      1. Increased proficiency in reading
      2. Application of this skill in reading for information and enjoyment
      3. Basic introduction to French literature
   B. Materials
      1. Basic texts providing selections from French literature from the Renaissance to modern times and a survey of French history
      2. Supplementary readings--short stories, novels, plays--according to the skills and the interests of the class or the individual students.

II. WRITING, LISTENING, SPEAKING
Goals and activities in the development of these skills with the language are essentially the same as those described in French III.

III. GRAMMAR
At this level there should be a general review of grammar with emphasis and drill where needed.

IV. CULTURE AND CIVILIZATION
Emphasis at this level is on French literature and history.

V. TEACHING MATERIALS
   A. Basic text
   Maman, Helstrom, Abel, Bourque, Hull, Politzer, La France: Ses Grandes Heures Litteraires, St. Louis, McGraw-Hill Book Company, 1968.
   B. Additional texts

   Brodin, Pierre, and Ernst, Frederic, La France et les Francais, New York, Holt, Rinehart and Winston, 1961. (class set available)

   Bovee, Arthur G., and Carnahan, David H., Lettres de Paris, Boston, D. C. Heath and Company, 1954. (class set available)

   Moore, Olin H., and Meiden, Walter, Onze Contes, Boston, Houghton-Mifflin Company, 1957. (class set available)

   Bond, Otto F., Deuxieme Etape, VI-X, Alternate Series, Boston, D. C. Heath and Company, 1961. (class set available)

   Saint-Exupery, Antoine de, Le Petit Prince, Boston, Houghton-Mifflin Company, 1946. (class set available)

   Hull, Abel, Bourque, Helstrom, Maman, Politzer, Le Francais: Langue Ecrite et Langue Parlee, St. Louis, McGraw-Hill Book Co., 1967.

   C. Teaching Aids
      1. Teacher's Edition of Ses Grandes Heures Litteraires
      2. Tape recordings for Ses Grandes Heures Litteraires
      3. Laboratory Manual for Ses Grandes Heures Litteraires

GERMAN

General Philosophy for the Middle School

Realizing that learning any language is not limited to acquiring a new and foreign vocabulary, the student should benefit in other ways. The effective audio lingual method provides an opportunity for the students to gain confidence and improve their self image. In addition, students will broaden their perspective of the world by learning about a people and a culture other than their own.

General Objectives for the Middle School

To understand and speak German at a normal tempo on a subject within the range of a pupil's experiences.

To read and write the authentic patterns without conscious reference to English.

To understand linguistic concepts.

To develop an understanding of and appreciation for German culture and German people.

To acquire a knowledge of significent features of the country or area (geographical, cultural, economic, political, social, etc.) where the language being studied is spoken.

GERMAN - LEVEL I
(Grade 6)

OBJECTIVES

To explore learning another language
To enjoy understanding another means of communication
To gain understanding of another group of people
To acquire some skill in oral facility
To become familiar with patterns of the language

CONTENT

I. Listening comprehension of --
   A. Simple directions at normal speed
   B. Dialogs based on vocabulary previously introduced

II. Speaking
   A. Ability to speak and answer simple questions
   B. Ability to repeat dialogs
   C. Ability to imitate sounds accurately

III. Reading
   A. Short expressions
   B. Vocabulary

IV. Writing
   A. Copying familiar material
   B. Ability to write simple structures, such as HABEN and SEIN and greetings

V. Introduction of structures
   A. Nominative case
   B. Singular nouns
   C. Congruency
   D. Articles
   E. Present tense verbs
   F. Imperatives
   G. Modals - present tense
   H. Numbers
   I. Time on the clock
   J. Math
   K. Weather
   L. Alphabet
   M. Days
   N. Months
   O. Foods
   P. Colors

VI. Cultural content
   A. Canone (O wie wohl - Abendstille)
   B. Folksongs (Du du, O Tannenbaum, Stille Nacht, Odu frohliche)
   C. Tongue twisters
   D. Geography
   E. Short poems
   F. Tapes, films, slides

ACTIVITIES AND EVALUATION - See pages 39 - 45

35-36

GERMAN - LEVEL I
(Grade 7)

OBJECTIVES

To become familiar with common expressions
To begin to respond freely with familiar vocabulary
To be enthusiastic about learning more language
To cultivate a desire to read about another people

CONTENT

I. Introduction of new structures
   A. Personal pronouns
   B. Nominative and accusative
   C. Interrogative pronouns - wen, was, wer, wem
   D. Possessive adjectives
   E. Personal pronouns (dative case)
   F. Direct and indirect objects
   G. Verbs with present tense vowel changes, for example: geben sprechen, essen, treffen, sehen, lesen werden
   H. Definite articles (dative case)
   I. Possessive adjectives (dative case)

II. Dictionary usage

III. Common expressions

IV. Learned dialogs

V. Structure drills

ACTIVITIES AND EVALUATION - See pages 39 - 45

GERMAN - LEVEL I
(Grade 8)

OBJECTIVES

To increase comprehension for the spoken language
To respond with ease to familiar material
To acquire a near normal speed for speaking
To be able to spell and write practiced dictated content
To read orally with moderate facility
To discover the effect of German culture on ours

CONTENT

I. Introduction of new structures
   A. Dative prepositions (nach, aus, mit, bei, von, zu, gegenuber, wohin, woher)
      Mussen, Konnen, wollen, sollen, werden
      Noun plurals -n and -en
   B. Verb phrases with durfen and mogen.
      Fahren, gefallen, lassen
   C. Verbs with separable prefixes
      Noun plurals (-) e
   D. Verbs vergessen, nehmen
   E. Command forms
   F. Present perfect tenses
   G. Kein
   H. laufen tragen

II. Review of familiar structures

III. Manipulation of dialogs

IV. Practice in oral reading and in writing

V. Spelling

VI. Stories and songs which have come into our culture

ACTIVITIES AND EVALUATION - See pages 39 - 45

ACTIVITIES

I. Use of hand puppets and backdrop to dramatize dialogue.

II. "Spell-down" type game to teach
   a. verbs
   b. months, days, seasons
   Teacher gives verb form or day of week and student replies in German. Class is divided into two teams with alternate "turns". If student misses, he sits down. Last four students standing,after an equal number of chances to answer, receive extra grade.

III. Teaching numbers with "buzz" game. Students count in consecutive order. A chosen number (3 for example) is never spoken. Instead of saying "3" a student says "BUZZ". Any multiple of 3 (9-27-36) or number containing 3 (13, 33, etc.) are also "BUZZ" numbers.

IV. Teaching "time" - after an explanation by the teacher and some work at the chalkboard - the teacher passes out blank (handless) mimeographed clock faces and dictates the "time" in German. The students draw in the clock hands in the proper position.

V. For an extra project, have class members cut pictures of family members or furniture (seasons, etc.) and label with German names.

VI. Dialogues -- tape class members reciting dialogues as though it is a radio program. Encourage dramatic readings, sound effects, an announcer, etc.

VII. If you have a unit on house, furniture, etc. doll house furniture is a good visual aid. After several rooms of furniture have been memorized, put the name of each piece on a small card. These cards are then shuffled and given to a student to be placed on or next to the proper piece of furniture. It's possible to divide the class into teams and to "time" each student. For each correct card, one point is given. Each incorrect card deducts two points. The team with the highest number of points and shortest amount of time wins.

VIII. Verbs - print verbs and personal pronouns on separate cards. Shuffle the cards and ask students to re-arrange in correct order.

IX. Borrow telephones from phone company and do dialogues as though they are phone conversations

X. Work Sheets

Deutsch - Geschichte F

Ich bin nervös _____
Ich bin nicht nervös _____
Ich bin ein Amerikaner und ich bin stolz.
_____
Mein Vater und meine Mutter sind stolz von mir.
_____
immer immer immer _____ _____ _____
Ich Komme _____ _____ wieder _____
Wir haben das _____
Die Leute haben das _____

Die Leute wollen das. _____
sie sind schlecht _____
sie sind höflich _____
Ihr _____ or _____
Ihr _____ or _____
Ihre _____ or _____ or _____
Das Zimmer ist gross _____
Das Klassenzimmer _____
Das Wohnzimmer _____
Ich bin fertig _____
auf _____
an _____

zu _____	aus _____	in _____
bei _____	für _____	ins _____
mit _____	vor _____	im _____
von _____	nach _____	zum _____

Deutsch - Geschichte drei

Ich habe _____ Ich habe Hunger _____
Ich habe ..... gern _____ or _____
Ich habe ..... nicht gern _____
Ich habe recht _____
du hast recht _____
er hat recht _____

nicht _____	nichts _____	nein _____
nicht jetzt _____		neun _____

nicht besonders _____
Das macht nichts _____
aber _____ aber ja _____ aber nein, _____
aber ich _____
danke _____ Keine Ursache _____
danke schön _____
danke sehr _____
es _____
es gibt _____ or _____*
Gib mir _____
Gib mir bitte _____

der	_____	(for boys)	
die	_____	(for girls)	
das	_____	(for objects)	
den	_____	(for boys)	
eins	_____		
ein	_____	mein	_____
eine	_____ (for girls)	meine	_____
einen	_____ (for boys)	meinen	_____

XI. Songs

Die Waren die Tage

Ein mal war es eine alte Schenke
Unsre glasen wein drin hoben wir
Ja, und lachten immer da die Stunden
Der grossen Dinge träuten ausser hier

* Die waren Tage, mein Freund
die werden nie wieder sein
Und sangen wir und tanzten ewig fein
Wir wohnten das Leben schön
Wir kampten immer davon
Wir waren jung und hatten unsren Weg.

Heute stand ich wieder vor der Schenke
Nichts ist nun wie es war, dachte ich
In das glas sah ich mein wiederspiegeln
War der Mensch darauf wirklich mich?

Hei, Jude

Hei, Jude, man ist nicht still
wenn er ein traurig' Lied in andre Arten will
Er denkt daran, ja, und dann sagt man:
Ich habe das getan. Das Lied ist viel besser.

Hei, Jude, man hat nicht Angst
Er ist sehr gelehrt
von Seelen immer noch zahmst
Er denkt daran, ja, und dann sagt man:
Ich habe das getan. Das Lied ist viel besser.

* Zu deder Zeit fühlt man den Schmerz, Hei Jude,
Anhalt! Ein mensch trägt nicht alles auf den Rucken.
Man sieht, der ist ein Narr, wer spielt
Sehr klug in dieser welt gemacht von Stücken.

Muss Ich Denn

Muss ich denn, muss ich denn, zum Städtle hin-aus.
Städtle hin-aus.
Und du mein Schatz, bleibst hier.
Wenn ich komm', wenn ich komm', wenn ich wiedrum komm
wiedrum komm

Kehr ein, mein Schatz bei dir.
Kann' ich gleich nicht all-weil bei dir sein,
Han ich doch mein Freud an dir
Wenn ich komm', wenn ich komm', wenn ich wiedrum komm'
wiedrum komm

Kehr ein, mein Schatz, bei dir.

Guten Abend, Gute Nacht
mit Rosen bedacht
mit Naglein besteckt
Schlumf' unter die Deck.
Morgen früh, wenn gott will
Wirst du wieder gewecht

O, wie wohl ist
mir am Abend
mir am Abend

Wenn zur Ruh
die glocke läutet
glocke läutet
Bim, bam, bim, bam (Bim)

A B C D E F G
H I J K L M N O P
Q R S T
U und V
W X Y und Z.
Das Alphabet ist nicht schwer
Ich sage es mehr und mehr.

Du, du liegst mir im Herzen
Du, du liegst mir im Sinn
Du, du machst mir viel Schmerzen
Weisst nicht wie gut ich dir bin.
Ja, ja, ja, ja
Weiss nicht wie gut ich dir bin.

Eins, zwei, drei, vier

Snoopy and the Red Baron

After the turn of the century in the clear blue
skies over Germany
Came a roar and a thunder that they'd never heard
Like the screaming sound of a big war bird

Up in the sky a man in a plane
Baron von Richthofen was his name
80 men tried and 80 men died
Now they're buried together on the countryside

Eins, zwei, drei, vier

*10 20 30 40 50 or more
The bloody red baron was rolling up a score
80 men died trying to end that spree
Of the bloody red baron of Germany

In the nick of time a hero arose
A funny looking dog with a big black nose
He flew into the sky to seek revenge
But the baron shot 'em down with some wild spins

Eins, zwei, drei, vier

Now Snoopy swore that he'd get that man
So he figured all out a new battle plan
He challenged the German to a real dog fight
While the baron was laughing
He got 'em in his sight

The bloody red baron was in a fix
He tried everything, but he'd run out of tricks
Snoopy fired once, then he fired twice
And the bloody red baron
Went spinning out of sight.

XI. Folk Tales

Rotkappchen

Rotkäppchen ist ein kleines schönes Fräulein. Einmal sagt die Mutter: "Gehen Sie zur Grossmutter, Ich habe hier Kucken!" „Ja, Mutter," und sie geht. In dem Schwartz wald ist ein Wolf. Er Kommt und sagt: „Guten Tag, Rotkäppchen, warte mal ... Wohin gehtst du?" „Zu Grossmutter:" sagt sie. „Sie ist krank und ist im Bett. Sie kann nicht gehen." Er denkt: „Ich habe vielleicht Lust." Dann sagt er auf wiedersehen und geht schnell nach Hause. Er isst die Frau und geht ins Bett.

Bald Kommt Rotkappchen. „Grossmutter, wo bist du?" „Im Bett:" sagt der Wolf (wie eine Frau) Ach, grossmutter, wie gross sind deine Augen." „Um, dich

zu sehen:" sagt er. Ach, grossmutter, wie gross ise der Mund." „Um dich so besser, zu essen." Er springt hin-aus! „Ich habe Sie!" „Nein! Nein! Hilfe mir! O wie Schlecht! Hilfe mir! Ich will meinen Vater. Ach, ein wolf ist nach mir. Hilfe!"

Ihr Vater ist in der Nähe. Er sieht den Wolf und tötet ihn. Rotkäppchen und ihr Väter gehen später aus dem Nause. Sie geht nicht mehr allein in den Schwartzwald.

XII. Games

Das Fernsehen

1. Dinge gehen beBer mit _____.
2. _____ hat eine beBere Idee.
3. HaBen Sie das Grave, washen Sie das aus mit _____ _____.
4. Sie sind in guten Hände mit _____.
5. _____ schmeckt gut wie eine Zigarette sollte.
6. Ich kam zurück, ich kam zurück zu _____.
* 7. Mmmm Gut, mmmm gut, _____ Suppe ist mmmm gut.
8. Ich würde für ein Kamel ein Kilometer spazieren gehen. _____
9. Legen Sie einen Tiger in Ihren Motor. _____
10. Es bildet Körper zwölf Wege. _____ Brot.
*11. Geschmack das schlägt die anderen kalt, _____ giesst es drauf.
*12. Sie können _____ aus dem Lande nehmen, aber nicht das land aus _____.
13. M and M's schmelzen in den Mund, nicht in die Hand. _____
*14. Sehen Sie die U.S.A. in Ihr _____.
15. _____ Frühstück des Kämpfers.
16. _____ tötet schnell Insekten.
17. Gehen Sie Graver Hund, und lassen Sie uns, Sie treiben. _____
18. Fliegen Sie die freundlichen Himmel von _____.

EVALUATION

I. Oral
   A. Tape recording - reading the dialogues
   B. Two persons delivering the dialogues before the class
   C. Groups working on original dialogues and presenting to the class
   D. Spelling phonetically
   E. Counting -- addition, subtraction, multiplication

II. Written
   A. Questions from teacher's handbook
   B. Matching foods
   C. Verbs in sentences
   D. Direct objectives (case)
   E. Scrambled sentences of the dialogue and have them unscramble
   F. Translation (German and English equivalents)
   G. Arithmetic
   H. Dictation Quiz

Examples of Tests

Name _____

Datum _____

	Deutsch	
_____	I'll save a seat	A - Na-ja
_____	thank you	B - Es freut mich
_____	no - yes	C - Geradeaus
_____	Do you learn German?	D - Warum
_____	How are you?	E - ich habe
_____	good	F - Das ist schade
_____	Who is that?	G - Guten Tag
_____	Great	H - schon
_____	glad to meet you	I - Ihr habt
_____	It's bad today	J - Bitte
_____	Straight ahead	K - Gut
_____	So much the better	L - Und dir
_____	Wait a minute	M - Es ist heute schlech
_____	Please	N - Lernst du Deutsch
_____	I have	O - Wie geht's
_____	it's nothing	P - Was ist das
_____	that's a shame	Q - Danke
_____	why	R - neun - ja
_____	Hello	S - Ich belege einen Plata
_____	good bye	T - Wer ist das
		U - Prima
		V - Um so BeBer
		W - Das macht nichts
		X - nein - ja
		Y - Warte mal
		Z - Auf Wiedersehen

45-46

_____

Prufung
fur
Deutsch

I. Find the mistakes and circle them. There are eight.
   1. Ich mochte heute ein buch leihen.
   2. Du kauf ihm ein geschenk.
   3. Er hast das bein gebrochen.
   4. Dieter fragt: "Wie geht's"?

II. Fill in the blank with the correct German word.
Ich _____(have) einen Freund. Er _____(has) den Schiern. Sie _____(are) ein bisschen lang. Mein Freund _____(is called) Rudolf. Er hat ein Vater, _____(who) Schilehrer ist. Mein Freund ist _____(very) gut, und ich bringe ihm ein _____(present). Ich _____(buy) ein gutes Buch fur ihm. Ich gehe _____ (tomorrow).

III. Schreiben Sie auf englisch!
   1. Johann ist jetzt zu Hause. Es ist half zwei.
      _____
   2. Wir wollen es. Aber das macht nichts.
      _____
   3. Ich muss einkaufen gehen. Bis später!
      _____
   4. Wir warten auf dich. Ich soll gut sein.
      _____

IV. Machen Sie eine Frau mit einem Blumenstrauss
Machen Sie ein Mann schilaufen

47-48

GERMAN IN THE HIGH SCHOOL

Those students who have followed the beginning German program in grades six, seven, and eight will enter a German class indicated as German Level I Advanced and will continue one year ahead of the usual program. The middle school program will have completed one year's work in the three years in the middle school. The time per day allotted for language is shorter than in high school. The tenth grade will maintain a two track system but third and fourth will depend on the number of students involved.

The language may be started in the sixth grade or in the ninth, tenth, eleventh, or twelfth grade.

The oral facility for listening and speaking is continued but the emphasis becomes stronger on reading and writing as one continues in the high school program.

GERMAN - LEVEL I (beginning)
(Grade 9, 10, 11, 12)

OBJECTIVES

Learn to understand and use another language
Learn some of the contributions of Germans to our culture
Be able to listen to the language at a normal speed with comprehension
Emphasize the oral facility at the beginning level

CONTENT

I. Listening
   A. Comprehension of simple directions, dialogs, pattern drills, and other orally-articulated materials based on previously introduced vocabulary when spoken at normal speed
   B. Imitation of sounds and intonation

II. Speaking
   A. Ability to ask and answer simple questions
   B. Repetition of simple dialogs, pattern drills
   C. Oral reading of simple written material
   D. Phonemic accuracy of a reasonable degree

III. Reading
   A. Simple material - generally, from the text
   B. Simple material - teacher prepared

IV. Writing
   A. Copy work
   B. Dictated exercises
   C. Equivalents of learned oral dialogs, pattern drills
   D. Completion of simple known expressions

V. Vocabulary - circa 650 words, excluding articles of nouns

VI. Congruency
   Noun/pronoun/ verb relationship i.e., subject-predicate pattern to include person and number correlation

VII. Grammatical constructions
   A. Demonstrative and personal pronouns
   B. Articles
      1. Definite
      2. Indefinite
      3. Kein
   C. Cases (excluding genetive)
      1. Singular
      2. Plural
   D. Possessive adjectives
   E. Prepositions
      1. Dative
      2. Accusative
      3. Two-way
   F. Word order
      1. Declarative
      2. Interrogative

G. Verbs
1. Weak
2. Strong
3. Modals
4. Present and perfect tenses
5. Indicative and imperative mood
6. Active voice
7. Separable and inseparable prefixed verbs
8. Transitive and intransitive verbs
9. Stem vowel change verbs (present tense)

VIII. Cultural content
A. Greetings and leave-takings
B. Expressions of courtesy
C. Geography such as: countries, states, cities, prominent geophysical features
D. Polite vs. formal address
E. Numerical concepts as age, dates, time expressions
F. Music, particularly Christmas and popular titles
G. Local resources including radio and television broadcasts, periodicals, film and theatrical productions, in-class films (in English) from the German Consulate General, possible use of a first level, graded subscription to a periodical such as Das Rad, any other films, tapes, filmstrips, slides, records, or audio-visual material appropriate to the course content.

ACTIVITIES

I. Use of films, filmstrips, flat picutres

II. Posters on vocabulary

III. Illustrations of situations

IV. Word derivations, foods, music and art from German oriented countries

V. Maps

VI. Rhymes for prepositions

ACCUSATIVE:

Durch die Strasse geht Johannes	durch: through
Er bringt Brot für seine Mutter	für: for
Gegen Abend will er essen	gegen: against, to ward
Aber niemals ohne Butter	ohne: without
Um den Tisch sitzt die Familie	um: around, about
Und Johannes sagt sehr laut:	
Durch, fur, gegen, ohne, um	
Take accusative throughout.	

51-52

DATIVE:

Aus dem Flusse bei der Stadt
Nehme ich mit mir den Fisch
Und ich bringe ihn nach Hause
Von der Kucke kommt er zu Tisch.
Seit drei Wochen lerne ich deutsch
Und ich spreche wie ein "native".
Aus, bei, mit, nach, seit, von, zu
Always take the dative

aus: out of
bei: near, at, together with
mit: with
nach: towards, after
von: of, from
zu: to
seit: since, for

DATIVE-ACCUSATIVE:

An, auf, hinter, in und neben
Können uns Kapfschmerzen geben.
Uber, unter, vor und zwischen
Take accusative with change of position
If there is no change of place
Then they take the dative case.

an: at at the side of
auf: on, on top of up
hinter: behind
in: in, into
neben: next to
Über: over, above
unter: under
vor: before, in front of
zwischen: between

GENITIVE:

Während des Sommers ist es heiss
Wegen der Sonne, trotz des Regens.
Um des Lehrers willen lerne ich deutsch
Anstatt mich ins Bett zu legen.
These prepositions, I believe
Always take the genitive.

während: during
wegen: because of
trotz: in spite of
um..willen: for the sake of
anstatt: instead of

It is not necessary (or even recommended) that you memorize these verses, although they may help you remember some of these prepositions. It is necessary (and highly recommended) that you memorize the prepositions, their meaning, and the case which they govern.

EVALUATION

I. Tapes of oral work

II. Listening tests (multiple-choice, completion)

III. Dictation

IV. Spelling and vocabulary tests

V. Oral reading

VI. Comprehension tests

BIBLIOGRAPHY - At the end of the high school curriculum

GERMAN - LEVEL I (advanced)
Grade 9
(For students who have had German in the 6th, 7th, and 8th grades)

OBJECTIVES

Improve the skills already begun
Gain some knowledge of the history and culture of the country
Enjoy Germany's contributions to our culture
Continue the oral facility

CONTENT

I. Listening
   A. Be adept at understanding simple sentences
   B. Attempt to comprehend new material after introduction to new vocabulary
   C. Appreciate musical heritage

II. Speaking
   A. Give selected dialogs with fluency and comprehension
   B. Create dialogs from familiar constructions
   C. Practice pattern drills

III. Reading
   A. Read materials in the text
   B. Read from simple German published materials (newspapers, magazine, signs)
   C. Read from supplementary books

IV. Writing
   A. Copy familiar material
   B. Take dictation of learned material
   C. Compose letters or brief paragraphs

V. Grammatical structures
   A. Review of previous tenses and verb forms
   B. Perfect tense
   C. Passive voice
   D. Subjunctive mood
   E. Possessive adjectives
      Dominative and accusative plural
   F. Kein
   G. Irregular past participle
   H. Verbs with vowel changes
      (laufen - trugen)
   I. Plurals (V)
   J. Idioms
   K. Verbals, modals
   L. Pronouns
   M. Prepositions

VI. Cultural development
   A. Transfers to our culture
   B. Important people
   C. Political organization

D. Recreational practices
E. Geographical characteristics
F. Art and music, literature (poetry, drama, prose)
G. Economic development
H. Scientific contributions

ACTIVITIES

I. Make original dialogs and compositions

II. Give reports (in English and German)

III. Make models of typical German constructions

IV. Construct bulletin boards

V. Use records or songbooks to become familiar with typical music

VI. Make a list of literary contributions to our country

VII. Make a poster of words or expressions coming to us from German culture

VIII. Use filmstrips to visualize the past as well as the present Germany

EVALUATION

I. Oral testing with tapes or recitation

II. Listening tests

III. Written vocabulary dictation

IV. Written original paragraphs

V. Multiple-choice test

VI. Reports and models

VII. Identification of contributions of the country (personalities, art, music, science)

VIII. Map tests

BIBLIOGRAPHY - At the end of the high school curriculum

GERMAN - LEVEL II
(Grades 10, 11, 12)

OBJECTIVES

Improve the oral skills to demonstrate a fair fluency with them
Acquire a reading vocabulary and a simple writing proficiency
Appreciate the culture of the German people
Identify German characteristics in our culture

CONTENT

I. Listening
   A. Comprehension of more complex instructions, dialogs, and orally-presented materials of known vocabulary spoken at a normal speed
   B. Ability to react fairly spontaneously to questions and dialogs concerning familiar situations
   C. Ability to understand basic spoken materials on tape or records and of a non-text nature

II. Speaking
   A. Formulation of and response to relatively more complicated questions with phonemic accuracy at normal speed
   B. Achievement of dialogs and patterns
   C. Ability to retell prepared texts

III. Reading
   A. Materials in conjunction with or included in the text
   B. Reading of short, graded materials

IV. Writing
   A. Frequent practice in answering questions based on text stories or dialogs
   B. Short, closely directed compositions
   C. Emphasis on dictated writing and less emphasis on copying work

V. Vocabulary
(circa 600 words)

VI. Grammatical structures
   A. Genitive case, including genitive prepositions
   B. Adjectives after der- and ein- words and predicate adjectives, also comparison of adjectives and adverbs
   C. Verbs, including
      1. Past (imperative) and future tenses
      2. Work on all previously introduced tenses with emphasis on differentiation of past and future time usages
      3. Increasing emphasis on principal parts as an analysis learning device
   D. Word order, introducing subordinating conjunction type of dependent clauses and more complex sentences as well as negative element placement
   E. More work on all previously introduced concepts

VII. Cultural content
   A. Short, biographical materials
   B. Short narrative and lyric poetry

C. Historical and socio-political geography
D. More in-depth customs, to include formal and deep culture
E. Increased but more selective use of resource materials as indicated at previous level in addition to the possible use of native speakers in our community for lecture, question/answer sessions

ACTIVITIES

I. Repeat and manipulate dialogs and their content

II. Use films, filmstrips, memorabilia

III. Make bulletin board of current material from newspapers, magazines

IV. Construct original dialogs

V. Make holiday, festive decorations typical of German speaking countries

VI. Learn songs

EVALUATION - At the end of the high school curriculum

BIBLIOGRAPHY - At the end of the high school curriculum

GERMAN - LEVEL III
(Grades 10, 11, or 12)

OBJECTIVES

Appreciate the contributions to society made by German speaking countries
Be familiar with the political significance of the countries
Know geographical location
Increase oral, reading, and writing skills

CONTENT

I. Listening
   A. Comprehension of relatively all instructions in German
   B. Spontaneous response in familiar situations
   C. Understanding of an oral discussion on material read
   D. Ability to understand oral materials and speakers using known vocabulary at normal tempo

II. Speaking
   A. Abilities should be developed sufficiently to assure phonemic accuracy
   B. More attention should be given to correct pronunciation of foreign words in German, although drill and correction of oral selections should be maintained
   C. Be able to retell stories read and make up and answer questions on material read
   D. Conversation on topics familiar to students should be comparatively free

III. Reading
   A. Reading non-text materials should begin in earnest, with carefully selected short stories being read in class
   B. Short articles in magazines should be read for overall understanding

IV. Writing
   A. Frequent, free compositions should be attempted
   B. Dictated exercises and pattern drills as well as question answering should be continued
   C. Non-verbatim retelling of stories or articles read, limited by the students' vocabulary, should be part of the writing objective

V. Vocabulary
   (circa 500 words active, 300 words passive)

VI. Grammatical structures
   A. Relative pronouns and their word order relationship
   B. Participial usage as adjectives and adverbs
   C. Ordinal numerals as adjectives
   D. Fractions and review of mathematical processes with cardinal numerals
   E. Verbs
      1. Past and future perfect tenses
      2. Double infinitive constructions

3. Passive voice
4. Introduction to subjunctive mood, stressing past and past perfect tenses
5. Review of common strong verbs

F. Postpositive prepositions
G. Extended participial phrases

VII. Cultural content
A. Contemporary society in German-speaking countries
B. More in-depth study of institutions, e.g., schools, government
C. Modern literature as well as classics should be discussed. Examples for treatment, in a fairly superficial manner, might include Das Nibelungenlied, Parzival, Faust, some of Schiller's works, as well as more contemporary writers such as Hauptmann, Brecht, Borchert, and Grass.
D. Short English history of German literature might be considered
E. Review of geography
F. Personalities, songs, poems

ACTIVITIES

I. Read and interpret menus, advertisements and understand social customs

II. Make illustrated dialog posters

III. Make cartoons

IV. Play recordings of music of Germany

V. Construct original dialogs

VI. Draw maps

VII. Develop simple skits

EVALUATION - These techniques are listed at the end of the high school curriculum.

BIBLIOGRAPHY - These books are listed at the end of the high school curriculum.

GERMAN - LEVEL IV
(Grades 11 or 12)

OBJECTIVES

Learn folk songs, dances, stories
Learn about the physical aptitude of Germans (olympics, mountain climbing)
Be adept with oral work
Bring skills to as near perfection as possible

CONTENT

I. Listening
   A. Comprehension sufficient to have class conducted in German with possible reference to English for complex grammatical explanation
   B. Students respond spontaneously on questions about materials read
   C. Supplementary recorded materials used, with or without reference to printed texts

II. Speaking
   A. The ability to respond naturally in familiar situations
   B. Retelling or reporting on materials read without considerable conscious deliberation
   C. Dramatizing of readings
   D. Participating in discussions on topics of particular interest to students (with necessary preparation due to any particular vocabulary, should be relatively free in regard to their tempo)

III. Reading
   A. More complicated materials encouraged
   B. Oral and/or written reports, with some interpretation and attention to stylistics as well as content, based on readings of periodicals and literature
   C. Outside readings should be a regular part of the course work

IV. Writing
   A. Dictations
   B. Occasional pattern drills
   C. Answering of questions based on textual materials
   D. Summaries of other materials read
   E. More frequent and lengthier directed compositions

V. Vocabulary
   (circa 500 words active, 300 words passive)

VI. Grammatical constructions
   A. Review of noun classes
   B. Review of adjectives
   C. Heavier emphasis on idiomatic expressions
   D. Review of prepositions, all cases
   E. Review of all types of pronouns to include personal, demonstrative, relative, reflexive, and impersonal
   F. Review of conjunctions, coordinating and subordinating

G. Verbs
   1. Review of all tenses, voices, and moods
   2. Subjunctive mood, including conditional tenses
   3. Review of peculiarities, expecially strong verbs and modals
   4. Attempt should be made to write complete conjugations of verbs for analysis purposes

H. Review of word order, using involved, complex sentences found in semi-scholarly articles (e.g. articles from Die Welt, Der Spiegel)

VII. Cultural content
   A. Materials based on student interest surveys
   B. Literature in greater depth
   C. History, geography, and contemporary society in greater depth
   D. Complementary materials should be used for absorbing students in deeper cultural understandings; for example, films on impressionistic art as well as films on the social security system of West Germany which are available from the German Consulate General
   E. Activities such as German meals, short dramatizations, or soccer games could be planned and carried through by students at this level

ACTIVITIES

I. Give oral reports

II. Have resource people visit class

III. Present brief skits

IV. Use films, filmstrips, and other aids

V. Make a picture file

VI. Identify significant contributions of Germany (language, science, history, etc.)

EVALUATION - Will be found at the end of the high school curriculum.

BIBLIOGRAPHY - Will be found at the end of the high school curriculum.

GERMAN - LEVEL V
(Grade 12)

OBJECTIVES

Become proficient in the skills of listening and speaking, reading and writing
Appreciate the contribution of Germans to the world
Understand what part Germans have taken in the development of our own country
Appreciate and enjoy reading the literature

CONTENT

I. Listening
   A. Comprehension should be sufficient to have no reference to English in the classroom situation or when an educated native speaks on a general and familiar subject.
   Little reference to English should be necessary in understanding conversation at normal tempo, lectures, and news broadcasts. Rapid or group conversation and mechanically transmitted speech should be generally understood.

II. Speaking
   A. Abilities should be developed so as to allow the students to read aloud and to talk on prepared topics without obvious faltering
   B. Speak with a native without glaring mistakes and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with good pronunciation and intonation

III. Reading
   A. Student should get the meaning of prose and verse of average difficulty and mature content, without translation, except for an occasional word
   B. Student should read fluently orally with good intonation and pronunciation

IV. Writing
   A. Writing compositions with clarity and correctness in regard to vocabulary, idiom, and syntax should be achieved at this level.
   B. Style should be a part of written exercises. (Written articles might be submitted to local foreign language periodicals as well as to such national organs as Die Unterrichtspraxis, student sections.)

V. Vocabulary
   (circa 300 words active, 400 passive)

VI. Structural and grammar concepts
   A. Complete review of all grammatical concepts stressing linguisti properties pertaining to stylistic matters
   B. Idiomatic expressions
   C. Some introduction to development of the language (historical linguistics)

VII. Cultural content
- A. Some of the following formal culture subjects might be explored
  1. The contents of museums, art and/or historical-scientific
  2. National shrines and monuments
  3. Churches and worship
  4. Military life
  5. National sports
- B. Some of the following deep culture subjects could be considered
  1. Milestones in personal life, i.e., birthdays, weddings, funerals
  2. Choosing a wife or a husband
  3. Family ties
  4. Friendships
  5. Humor
  6. Status
- C. Since almost all students at this level will either continue their study at the university level or travel to a German-speaking country, the cultural content should emphasize literature and history (especially for university bound students) and social customs along with possible counseling in bureaucratic matters, such as necessary papers for travel, work, or study in a German-speaking country

ACTIVITIES

I. Write some original verses or dramatic skits

II. Act as a critic of a play or journalistic material

III. Attend any play, film or musical production related to this country

IV. Make a historical or sociological time-line

V. Report on important persons

EVALUATION - Will be found at the end of the high school curriculum

BIBLIOGRAPHY - Will be found at the end of the high school curriculum

EVALUATION (for all high school levels of German)

Suggested evaluation procedures would be essentially the same throughout all levels with emphasis changes commensurate to changes in objectives; for example, higher levels might have more complex reading passages and compositions written on selected subjects as a normal part of their examinations.

Tests should be designed primarily to survey listening discrimination, listening comprehension, speaking abilities (including intonation, pronunciation, and speed), writing abilities (including orthography and stylistic concerns), and grammar usage (including all syntactical and morphological considerations).

Types of testing vary considerably, but the following examples might be of use in the construction of examinations:

A. Oral multiple choice tests
   Example: Teacher - Wo ist das Madchen?
   A. Sie sind da am Fenster.
   B. Sie heisst Luise.
   C. Sie ist in der Bibliothek.
   D. Es ist Inge.
   Student then indicates the letter of the best rejoinder or answer to the question.
   Example: Teacher - Wie alt ist _____?
   A. er
   B. du
   C. ihr
   D. Jahr
   Student then indicates letter of the best completion.
   Example: Teacher - Georg isst um ein Uhr.
   Student sees:

   A. Ja
   B. Nein

   Student indicates the validity of the statement.

B. Oral dictation tests
   Example: Teacher - Er gibt dem Herrn einen Roman.
   Student writes the above sentence.
   Example: Teacher - Er gibt ihn ihm.
   Student writes above sentence.
   Example: Teacher or tape - Ich habe deinen Roman.
   Student repeats for recording the above sentence.

C. Oral questions with or without cued answers
   Example: Teacher - Wer ist er? (Georg)
   Student writes or answers for recording tape using cue.

D. Oral laboratory or tape recorder tests
   Example: Readings by students can be recorded for evaluation.
   (all of above examples can be given using lab or recorder)

E. Written tests could include all of the above types and the following examples:
   1. matching
   Example: ___ 1. Er ___ gern. A. isst
   ___ 2. Sie ___ da. B. ist
   ___ 3. Er ist ___. C. da
   D. gern

2. substitution (with other necessary changes)
   Example: Wann geht er zum Abendessen? (du)
   Wann gehst du zum Abendessen?
3. word order
   Example: Ich will morgen einkaufen gehen.
   Morgen will ich einkaufen gehen.
4. true or false
   Example: Bonn liegt am Rhein. Ja Nein
5. dictation
   Example: Dictate a conversation leaving out one of the speakers, having the students fill in for the missing speaker.
6. grammatical, sensical concepts
   Example: Students should underline choice which is both grammatically correct and makes sense; students should circle grammatically possible, but nonsensical choice.
   Der Mann antwortet seinem lieben ___.
   A. Onkel
   B. Tisch
   C. Eltern
   D. Freund
7. synonyms
   Example: Have students underline best synonym.
   Bezwinge sich, wer meinen Schmerz gefühlt!
   Weh Pein Vernunft Fuss Zorn
8. identification
   Example: Answers based on quotations or descriptive passages read.
9. compositions
   Example: Compositions on selected topics might be a valid evaluation procedure for any level, although probably more suitable for upper levels where students knowledge of grammar, vocabulary, and style could leave them less frustrated.
10. opposites
    Example: Have students underline best opposite.
    hoch A. lang B. nah C. niedrig D. klein
11. analogy
    Example: singen: Lied:: lesen:
    A. Wandtafel B. Bleistift C. Geschichte D. Dichter
12. word order (see also #3 above)
    Example: ich Ja, (1) muss (2) noch (3) sechs Seiten (4) verbessern
    A. (1)
    B. (2) Student would select the correct placement for
    C. (3) the underlined word.
    D. (4)
13. written answer
    Example: Following a short reading passage, student would be required to answer questions based upon the passage.

Although the above suggested evaluation procedures present some types of formal testing the list is by no means intended to be exhaustive. Less formal evaluation procedures might include:

1. Spelling bee type of contest, although not only for spelling practice but also for phonetic and grammatical practice
2. Self-made dramatic presentations
3. Rounds, i. e., one student asks another a question, etc.
4. Discussion group situations
5. Teacher-student dialogs
6. Teacher evaluation of student class participation

BIBLIOGRAPHY

Deutschlandspiegel - Monthly German Newsreel, German Consulate General 1444 Illuminating Building, 55 Public Square, Cleveland, Ohio 44113

16 mm. sound B&W and color films and reel-to-reel tapes on specific topics such as cities and villages, life and customs, artists and scientists, scientific and general interest topics, etc. Films and tapes are furnished free, except for return postage, by the German Consulate General of the above address. List of available materials may be obtained from consulate.

Teaching Aid Project Guide, National Carl Schurz Association/American Association of Teachers of German, NCSA/AATG Service Center, 339 Walnut Street, Philadelphia, Pennsylvania 19106.

The NCSA/AATG TAP Guide lists thousands of audio and visual aids available to members of the American Association of Teachers of German cost free except for return postage. Materials include tapes, films, slides, and filmstrips in addition to printed materials. The Guide is updated annually through funds from a grant by the Stiftung Volkswagenwerk. Cost of the Guide and binder for AATG members is $1.75; $2.75 for non-members

Cincinnati Kurier, The German Language Weekly of Southern Ohio, Marie Lammers-Engel, Editor

An American newspaper printed in the German language. Subscription price is $5.00 per year. Telephone (513) 421-4611 or write Cincinnati Kurier, 432 Walnut Street, Cincinnati, Ohio 45202 for a subscription.

National Federation of Students of German Bulletin, R. C. Needles, National Coordinator, Box 7342, University of Texas, Austin, Texas 78712

German clubs receive in addition to the above named bulletin, the NFSG Club News, American-German Review (1 subscription per 5 members), and a listing of supplies available at strongly reduced rates of realia and materials appropriate for language and culture teaching. Free TAP Guides are also available to clubs. The Club News contains many helpful hints for classroom utilization as well as extra-curricular usage. Fees are $5.00 per club and $.50 per member.

Das Rad (1st year), Schuss (2nd year), and Der Roller (3rd and 4th years), Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632.

The above magazines are on a subscription basis, costing $1.00 for 9 monthly issues. They provide graded vocabulary, but a wide range of topical reports with the emphasis on young people with whom students can readily identify. The magazines are completely in German and contain such sections as: songs, cartoon strips, playlets, crossword puzzles, games, and articles. Teacher editions are sent free with orders of 10 or more copies. Companion record sets for the 9 monthly issues cost $5.50.

Weltliteratur auf Schallplatten, Adler's Foreign Books, Inc. 162 Fifth Avenue, New York, New York 10010.

Adler's Foreign Books, Inc. is probably the leading importer of German books, calendars, prints, and records in the United States. Many catalogs are supplied on request from the above address at no expense.

Catalogue of German Materials, Goldsmith's Music Shop, Inc., 301 East Shore Road, Great Neck, New York 11032.

Records with topics such as theater, prose, poetry, documentaries, fairy tales, songs, and literary cabaret pieces are available in addition to filmstrips, slides, books, and games such as German scrabble.

Makris Foreign Records Shop, 813 Walnut Street, Cincinnati, Ohio 45202. Telephone (513) 621-0227.

This shop is a local area resource where many recorded aids can be obtained. Perhaps the largest selection of German records in southwestern Ohio can be found here. Catalogs available.

The German News Co., Inc., 218 East 86th Street, New York, New York, 10028. Telephone EU-85500.

Subscriptions to practically any German periodical, calendars, and books can be obtained through the German News Company. Catalogs available.

Source Materials for Secondary School Teachers of Foreign Languages, U.S. Department of Health, Education, and Welfare/ Office of Education.

This circular, with the order number OE27001-C, Circular No. 788, contains a comprehensive listing of addresses and information about all types of source materials for use in language teaching. State the circular title and number when ordering from the United States Government Printing Office, Division of Public Documents, Washington, D. C. 20402.

Instruction in German Pronunciation, Hans-Heinrich Wangler. Educational Materials Division, emc corporation. 180 East Sixth Street, St. Paul, Minnesota 55101.

The above named booklet can be of invaluable use to teachers of audio-lingual German. Habits of American and German articulation are compared and contrasted. All possible vowel sounds are discussed in a concrete, lucid manner, utilizing commonly known examples for describing exact articulation. Consonants are likewise treated.

The Grammatical Structures of English and German, Herbert L. Kufner. The University of Chicago Press, Chicago and London.

This booklet is a contrastive sketch and an analysis of structural differences between the two languages with emphasis on the problems of German syntax. It is maximally useful for language teachers in the areas where German and English are most different.

Filmstrips and Records

S 117 - Seeing West Germany
4 filmstrips and 2 records ---------- $30.00
Coronet Films
65 E. South Street
Chicago, Illinois 60601

No. 1655 - Germany Today
6 filmstrips and 3 records ---------- $50.70
Nate Quillen, Instructional Systems, Inc.
620 Smith Road, Medina, Ohio 44256

67-68

848 - 1 Christmas in Germany - color filmstrip and record ---------- $6.00 (filmstrip) 3.50 (record)

847 - 2 Christmas Songs in German ---------- $5.50 (filmstrip) 3.50 (record)

Society for Visual Education
1345 Diversy Parkway
Chicago, Illinois 60614

Golden Treasury of German Verse - 1 record ---- $6.50
(anthology of 38 poems - German-English text)

Elementary Language Study through Music
Songs for the German Class ---------- 4.95
(includes books and album for sing-along)

Learning Arts
P. O. Box 917
Wichita, Kansas 67201

Great Composers (Excerpts from Bach, Haydn, Mozart, Beethoven, Mendelssohn, Chopin, Brahms)
1 - 12" 33 1/3 rpm ---------- $ 3.98

Great Operas and Their Stories (Excerpts from operas of Mozart, Wagner, Verdi - 8 page illustrated booklet with biographical data)
1 - 12" 33 1/3 rpm ---------- 3.98

Fairy Tales - Brothers Grimm, Hansel and Gretel, Snow White ---------- 4.85

Educational Record Sales
157 Chambers Street
New York, New York

Children's Folk Songs of Germany - 1 record $ 5.95
(29 folk songs) - text in German and English

Learning Arts
P. O. Box 917
Wichita, Kansas 67201

OBJECTIVES FOR THE MIDDLE SCHOOL

The primary objective at the elementary level is to acquaint the pupil with the target language through sound - his hearing and imitating the new sounds of the target language.

Order and form - his being made aware of the structure of the new language through pattern practice.

The teacher, as a model, tries to -

Establish constructive speech habits in the target language by means of various drill exercises
Create an interest in foreign languages
Enjoy conversing about familiar objects
Recognize Spanish culture which may be woven into our society
Appreciate the contributions of Spanish explorers in our country
Create a desire to become conversant in a foreign language
Be able to listen and distinguish sounds

The teacher tries to develop good listening habits and pronunciation by -

Stressing pronunciation used by Latin Americans
Familiarizing students with cognates
Noting agreement of nouns and adjectives
Listening for intonation, inflection, juncture, and rhythm
Introducing the Spanish alphabet and sounds not found in English

6th Grade

CONTENT

The introduction to Spanish should be through listening for the sound and comprehending the language. Therefore, the first lesson or more should be taught without books. Students will become familiar through context with

I. Gender of nouns, pronouns
II. Agreement of nouns and verbs
III. Agreement of adjectives and nouns
IV. Verb endings, person and number
V. Verb - ser
VI. Definite and indefinite articles

el	los	la	las
un	unos	una	unas

VII. Idioms and expressions

A. Gustar

Me gusta la novela
No me gusta la novela.
Me gustan los libros
No me gustan los libros.

B. Tener que.

Tengo que buscar el libro.

C. Ir a plus infinitive

Voy a comprar un coche.

D. Como se llama usted?

Me llamo _____.

E. ¿Cuál es su cumpleaños?
Mi cumpleaños es _____.

F. ¿Cuántos años tiene usted?
Tengo _____ años.

G. ¿Tiene usted sueño?
No, no tengo sueño.

H. ¿Tiene usted hambre?
Sí, tengo mucha hambre.

I. ¿Está usted cansado (a)?
No, no estoy cansado (a).

J. ¿Qué tiene usted?
Tengo un resfriado.
Tengo un dolor en el estomago.
Tengo un dolor de cabeza.

K. ¿Se, le olvidó el cuaderno?
Si, se me olvidó el cuaderno.

L. ¿A qué hora se acuesta usted?
Me acuesto a las nueve y media.

M. ¿A qué hora se levanta usted?
Me levanto a las siete.

N. ¿A que hora se desayuna usted?
Me desayuno a las siete y media.

VIII. Basic Expressions
1. Days of the week
2. Seasons
3. Months of the year
4. Weather
5. Dates
6. Articles of clothing
7. Parts of the body
8. Rooms in the house
9. Articles in the home
10. Articles in school
11. Telling time
12. Colors
13. Fruits and vegetables
14. Persons in the family
15. Greetings and farewells

IX. Present tense of irregular verbs

Ser Estar Ir Poder Querer Tener

X. Present tense of regular verbs used in conversation

hablar comer vivir etc.

XI. Culture
A. Read stories about Spanish speaking people
B. Discuss customs of these people
C. Discuss the geography and culture of Central and South American countries
D. Teach songs
E. Play records relating to Spanish countries

ACTIVITIES

I. Listen to tapes and records

II. Play games (Simon Dice--BINGO)

III. Use flashcards

IV. Have students ask questions of the class

V. Have class prepare an original dialog

VI. Use pictures from magazines to develop a story

VII. Have children make original puppets and give original dialog

VIII. Make a piñata at Christmas time and have a fiesta

IX. Count in unison with children as you bounce a ball. Then, have children "count off" in Spanish

X. Play "Simon says"

EVALUATION

I. Recitation of dialog

II. Presentation of brief original dialog

III. Evaluation of charts, models, notebooks

IV. Listening tests

V. Multiple-choice tests

VI. Dictation of dialog or vocabulary

BIBLIOGRAPHY

Books

Keesee, Elizabeth, References on Foreign Language in the Elementary School - Teaching Techniques, U. S. Department of HEW, U. S. Gov't. Printing Office, 1960. No. 29

Huebener, Theodore, Why Johnny Should Learn Foreign Languages, Clifton Company, 1961, Philadelphia, Pa.

Filmstrips

Mexico and Central America (Color)
Filmstrip Series No. 9530
Encyclopaedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois 60091

Spanish Explorers of the New World (Color)
Filmstrip Series No. 9670
Encyclopaedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois 60091

Set SP-135 Children of South America - one filmstrip
Society for Visual Education, Inc.
1345 Diversy Pkwy.
Chicago, Illinois 60614

Records

Favoritos de Todo El Mundo, Ex 5012 Mono or ES 1712 Stereo
Wible Language Institute, 24 S. Eighth Street
Allentown, Pa. 18105

Spanish Songs for Children
Record No. SA - 0865 - $5.95
Encyclopaedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois 60091

7th Grade

OBJECTIVES

Increase oral mastery of simple structures within a restricted vocabulary
Perfect pronunciation and intonation
Develop a knowledge of basic grammatical principles, especially the present tense of verbs
Maintain an interest in and appreciation of Spanish and Spanish-American language and culture

Students should do some memorization of dialog to fix patterns of rhythm and stress as well as sentence structure. All dialogs and readings should be used for the maximum amount of question-answer, dialog adaption and recombination - response drills.

Use records and tapes whenever possible.

CONTENT

I. Review the last unit of sixth grade along with common expressions

II. Understand and memorize dialogs

III. Verbs
1. Present tense - er and ir verbs
2. Present tense - stem-changing e to ie and o to ue verbs
3. Present tense - common irregular verbs such as: tener, venir, ir, dar, saber, ver, hacer
4. Review of forms - ser and estar and their uses
5. Ir + a + infinitive
6. Hay and hay de
7. The present perfect tense

IV. Adjectives
1. Agreement (probably covered in 6th grade)
2. Position of descriptive adjectives
3. Demonstrative adjectives
4. Suffixes - ito and -ismo

V. Pronouns
1. Pronoun objects of prepositions
2. Indirect object pronouns (especially drill gustar)

VI. Number, at least to 100, preferably to 1000

VII. Tell time

VIII. Months of year

IX. Seasons

X. Interrogative words

XI. Common prepositions (comigo, contigo)

XII. Contractions
d + el = del
a + el = al

XIII. Idioms with tener

XIV. Rules for stress

XV. Read the content with proper pronunciation and intonation

XVI. Accomplish written exercises

XVII. Use sentences in declarative and interrogative forms, as well as negative

ACTIVITIES

I. Teacher can tell easy stories in Spanish, i. e.,
A. October 12 - Columbus
B. December 12 - Virgin of Guadalupe
C. Before Christmas - Legend of the Poinsettia
The Wise Men Bring the Gifts
D. Others (anytime) - Three Bears
Red Riding Hood, etc.

II. Number games
A. Caracoles (Spanish version of Buzz)
B. Bingo

III. Use flash cards for numbers and alphabet

IV. Practice using interrogative words

V. Review alphabet - spell names, etc.

VI. Dictate easy words

VII. Do easy spelling matches

VIII. Teach songs

IX. Review addition and subtraction
(Home-made flash cards are good for this)

X. Use free conversations based on given situations. Among these may be introductions, telephone conversations and ordering in a restaurant

XI. Teach commands with classroom objects

XII. Make models, posters, or bulletin boards

EVALUATION

I. Individual interrogation

II. Recitation of dialogs

III. Structure drills

IV. Original conversations

V. Oral multiple-choice, completion and rejoiner

VI. Oral true and false

VII. Written - fill-in blanks from given list

BIBLIOGRAPHY

Books

Finocchiare, Mary, Teaching Foreign Languages to Children, New York, McGraw-Hill

Songbook - Cantemos, Emerson Books, Inc.
251 W. 19th Street
New York, New York

Records

Vamas A Cantar (Let Us Sing) LCR-64-600 1-12"LP
Folkways Scholastic
906 Slyvan Avenue
Englewood Cliffs, N. J. 07632

Filmstrips

97: Mexico: Our Friendly Neighbor, Q-9 color filmstrips $42.50

Mexico, Central America, & The West Indies Today: PSSP-800
Library SPL - 800A - 56 Study Prints, 11 Filmstrips, 7 Records, 25 slides, 8 Filmstrips Word Games
Society for Visual Education, Inc.
1345 Diversy Parkway, Chicago, Illinois 60614 $167.50

South America Today: PSSP 900
Library SPL - 900A (56 Study prints, 8 film strips, 5 records, 6 filmstrip word games)
Society for Visual Education, Inc.
1345 Diversy Parkway, Chicago, Illinois 60614 $127.50

Mexico - Yesterday and Today - Series No. 1600
6 color filmstrips - $32.85
Nate Quillen Instructional Systems, Inc.
620 E. Smith Road
Medina, Ohio 44256

8th Grade

The emphasis remains on oral manipulation of the language with comprehension. Intonation and phrasing should be almost a natural performance.

It is important to help students realize who the Spanish speaking peoples are, appreciate their heritage, and understand what contribution may have been made to ours. Use modern, as well as historical, pictures to keep them aware of who these nations are, where they are located, and what is going on there now. Use library materials and current magazines, papers, and films.

Help students to enjoy using another language. Review the last two lessons accomplished by the students coming from the seventh grade. Practice for fluency in oral participation. Perform listening exercises for comprehension. Most of the grammar will be learned in context and substitution drills.

OBJECTIVES

Acquire the ability to speak Spanish within the limited vocabulary acquired and to comprehend when spoken to by another
Be able to read with good phrasing the lessons which the student has learned to hear and speak
Understand the common grammatical structures which occur in the content
Learn to spell those words which have been read
Be able to take a dictated (review) lesson with proper spelling
Learn about the habits of the various Spanish-speaking people and the location of the countries

CONTENT

Listening

I. Listen to imitate
II. Understand commands and greetings,
Such as, open your books
page fourteen
sit down, please
good-bye, good morning
III. Comprehend a few sentences at a time read or spoken which deal with something familiar
IV. Listen for changes in word endings or position
Such as, singular to plural
first person to third
declarative sentence to interrogative
negative sentences
verb tense
V. Become aware of cognates when it is appropriate

Speaking

I. Repeat common expressions acquired in the past two years
II. Change statements from positive to negative
III. Change number of nouns, pronouns, verbs
IV. Repeat dialogs or manipulate portions of it understandingly
V. Create conversations from present knowledge of structures and vocabulary

Reading

Oral

I. Have accurate pronunciation
II. Use good phrasing
III. Read with expression and meaning
IV. Use the Lectura for practice in oral reading after having read and interpreted it previously

Silent

I. Comprehend a good percent of material for this level
II. Increase vocabulary

Writing

I. Copy a dialog or sentences
II. Take dictation on learned material
III. Make some original sentences
IV. Spell lists of words

Grammatical Structures

I. Pronouns
   A. Demonstrative pronouns
   B. Reflexive pronouns
   C. Direct objects
   D. Indirect object pronouns
   E. Pronouns as objects of prepositions
II. Verbs
   A. Present tense of the verbs that have changes in the stems
   B. Estar and ndo form of verb
   C. Construction of faltar and gustar
   D. Preterit tense
   E. Reflexive verbs such as levantarse, sentarse, olvidarse, despertarse, ponerse
   F. Present perfect tense--haber & past participle
III. Adjectives
   A. Position of adjectives
   B. Past participle used as an adjective
   C. Use of ser and estar with certain adjectives

Special Items

I. Numbers from 100 - 1000
II. Clothes and colors
III. Professions

Culture

I. Expressions that are common to South America and different from those in other Spanish speaking countries
II. Basic geography
III. Great people such as artist, writers, statesmen, etc.
IV. Current events such as presidents, and participation in world events
V. Contribution in architecture, music

ACTIVITIES

I. Number game. Call out number to two students who are at the board and see who can get it first (being both quick and correct).

II. Vowel game. Call out a word and have the student write. This is a test to check if different sounds are recognized.

III. Make maps of different countries

IV. Present dialogs with puppets

V. Make posters advertising goods in Spanish

VI. Use construction paper to mat pictures representing words or cultural characteristics

VII. Sing songs and listen to music of various countries

VIII. Construct bulletin boards representing historical, geographical, or current facts

IX. Invite resource people to visit classes

X. Discover and list all things of Spanish, Mexican, Central or South American derivation in our society

XI. Use flash cards for vocabulary drills

EVALUATION

I. Give listening tests for comprehension and for discrimination of sounds

II. Have students record on tape original dialogs

III. Dictate spelling and vocabulary lists

IV. Test orally for repetition of dialog (pronunciation and comprehension)

V. Answer questions - true - false, completion

BIBLIOGRAPHY

Books

Lado, Robert, Language Teaching, New York, McGraw-Hill, Inc. 1964.
Brooks, Nelson, Language and Language Learning, 2nd ed., Chicago, Illinois, Harcourt, Brace and World, 1964.

Filmstrips

Seeing Mexico - S133 Sound version: 6 filmstrips, 3 records - $45.00, Silent, $37.50. Coronet Films, 65 E. South Street, Chicago, Illinois 60601
Seeing Central America - S128 Sound version: 6 filmstrips, 3 records -$45.00, Silent, $37.50. Coronet Films, 65 E. South Street, Chicago, Illinois
Central America and The West Indies Today - Color. 4 filmstrips and 2 records - $32.50. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614

Modern Spain and Portugal - 290-8
One color filmstrip --------- $6.50
Society for Visual Education, Inc., 1345 Diversey Parkway,
Chicago, Illinois 60614

Pictures

PSSP 900 South America Today - Big 18" x 13" pictures. Set of 8 -
$8.00. Society for Visual Education, Inc., 1345 Diversey Parkway,
Chicago, Illinois 60614

SPANISH I

(For students beginning a language
at grades 9, 10, 11, 12)

OBJECTIVES

Using and appreciating another language, understanding its meaning and culture
Understanding what a native of another land means when he speaks or acts in a particular manner
Creating a true interest in discovering other cultures and civilizations
Stressing the understanding and use of situations (structure and vocabulary) of everyday interest
Introducing the possibilities of vocational uses of another language
Learning of the need in travel
Recognizing the interrelationship and dependence in regard to listening, speaking, reading, and writing
Continuing to develop achievement in each of the skill areas

CONTENT for Level I (beginning)

I. Introduction to the study of a language
   A. Purpose
      1. Vocational
      2. Self-enrichment
      3. Travel accommodation
   B. Locations of peoples using this language
      1. In United States
      2. Map survey
   C. Demonstration of contributions of Spanish-speaking cultures to ours
      1. Our language
      2. Music and dance
      3. Art and architecture, crafts
      4. Literature, movies, plays

II. Listening and speaking
   A. Listen to imitate the sounds of the language
   B. Listen to understand the spoken word at normal or near-normal speed
   C. Be able to speak with proper intonation and pronunciation
   D. Use the familiar vocabulary to express original thoughts
   E. Give situation impromptu dialogs on the lesson once material is thoroughly learned
   F. Recognize that there are different dialects in the Spanish language and that he is hearing and speaking a Mexican/South American dialect
   G. Change forms of sentences (word order) - declarative, interrogative, imperative
   H. Learn basic patterns

III. Reading
   A. Be able to read with good phrasing and pronunciation

B. Be able to read to understand, answer questions on content
C. Be able to read for appreciation and enjoyment of content

IV. Writing
A. Take dictation of brief, familiar material
B. Write answers to oral or written questions
C. Construct original sentences
D. Learn to spell and write the vocabulary from two dialogs previous

V. Orthography
A. Inverted question and exclamation marks
B. Use and non-use of capital letters
C. Use of accent marks
D. Ch, ll, n as separate letters

VI. Phonology
A. Letters of the alphabet -- pronunciation and use taught through spelling lessons
B. Particular attention paid to vowels, r, rr, b, ƀ, d, đ, t, p, m, n, s and z.
C. Intonation in declarative and information and yes-no questions

VII. Other
A. Word order in questions and negative sentences
B. Interrogative words (Use, accents, recognition)
C. Use of the personal "a" and non-use

VIII. Grammar
A. Verbs
1. Present tense of regular verbs (-ar, -er, & -ir).
a. Present tense of stem changing verbs
b. Present tense of commonly used irregular verbs, such as (SER, ESTAR, IR, TENER, DAR, VENIR, HACER, QUERER,SALIR, SABER, VER, DECIR, PONER, PODER, CONOCER)
2. Commonly used constructions such as, IR A + INFINITIVE, TENER QUE, GUSTAR, FALTAR, ACABAR DE, HAY, TRATAR DE
3. Principal uses of SER and ESTAR
4. Commonly used reflexive verbs (LEVANTARSE, SENTARSE, PONERSE, LLAMARSE, VESTIRSE, DORMIRSE, ACABARSE, QUITARSE, LAVARSE, DESPERTARSE)
5. Recognition of present tense in speech and in writing
6. Use of infinitive as the second verb in sequence of two verbs, or following preposition
7. Command forms of verbs
B. Nouns and adjectives
1. Use and recognition of nouns with articles (definite and indefinite) in both the singular and plural
a. Recognition of gender in nouns
b. Use and recognition of nouns not ending in -a or -o
2. Agreement of nouns and adjectives in number and gender
3. Classes of adjectives (ending in -o, -e, and consonant)
a. Placement of adjective in sentence structure
b. Shortened forms of adjectives (gran, mal, etc.)
4. Short forms of possessive adjectives
5. Comparison of adjectives
6. Common prepositions

C. Pronouns
   1. Use and non-use of subject pronouns
   2. Prepositional pronouns
   3. Direct and indirect object pronouns
   4. Reflexive pronouns, be especially aware of how it can expand possible meanings

IX. Special constructions
   A. Expressions using ESTAR (Cómo está usted? ; ¿Dónde está usted?, etc.)
   B. Expressions using tener such as, age, hunger, thrist.
   C. Weather expressions
   D. Time expressions (Son las dos; Hace tres años que...)
   E. Numbers (one to one hundred), cien vs. ciento
   F. Days of the week, months, seasons
   G. Clothing and parts of the body (basic or detailed, depending on readiness of the class)
   H. Common phrases such as, ¿Cómo se llama?, ¿Qué es?, ¿Cuál es?
   I. Colors
   J. Difference between mucho and muy
   K. Basic difference between por and para

X. Culture and civilization
   A. Introduction to basic daily customs of Spain, Mexico, Central and South Americas.
   B. Basic, brief historical background of Spain, Mexico, Central and South Americas.
      1. Major periods
      2. Major revolutions (such as for independence)
      3. Great leaders
      4. Civilizations which played a major role in the country's history
   C. Basic geography of the Spanish-speaking countries, especially that which may affect the way they live and work
   D. Facts on some of the major cities
   E. Introduction to music, art, architecture, and literature (English explanation of few of the great works of a level and type (probably modern) that will be of interest)
   F. Interesting sidelights--sports, flags, holiday activities and heroes, newspapers, magazines

ACTIVITIES

I. Class should ask of each other questions, as well as teacher asking questions, to use the various verb forms.
II. Use flash cards to play BRAVO (Bingo with Spanish words instead of numbers in the blocks) to increase vocabulary.
III. Use any number of spelling games such as, BUZZ which uses a number and its multiples, or Ghost in which one adds a letter to letters already given by those before him trying not to spell a word, yet having a word in mind.
IV. Use movies which are UP TO DATE!!!!! on the countries, their customs and peoples.
V. Use resource people in the community, such as exchange students, Armco people, class members who have traveled, other teachers.
VI. Place books about Spanish speaking countries in the classroom so child is free to get information he wants.

VII. Use colorful and varied posters

VIII. Field trips to museums or movies if appropriate material is available

IX. Use of tape within the classroom to help pronunciation and intonation

X. Use of the language lab as a <u>further</u> emphasis of class work, but only as a reinforcement of what has been thoroughly drilled, not as a learning skill. Don't use over ½ hour.

XI. Have students bring in pictures of homes, people, occupations and use as a stimulus for speaking about the picture.

XII. Have students bring in objects for a sales talk or demonstrate a game.

XIII. Stimulate students to make models of forts, religious artifacts, homes, typical clothes.

XIV. Make posters of derivations of words.

XV. Make maps to become familiar with shape and location of each country.

EVALUATION

I. Philosophy
   A. Emphasis should <u>not</u> be placed on a letter grade
   B. For the first semester of the first year of a language, a student should be judged according to his ability to handle a second language; that is, effort should be a prime factor in evaluation.
   C. After the first semester, since the student will be in competition with all levels of ability, he should be judged on a competitive basis to prevent any false conceptions of his own ability. It should be kept in mind, however, that at this level a student probably has only about 85-90% comprehension.

II. Methods
   A. Oral recitation such as, answers to questions on a story, dialog or common phrase
   B. Oral repetition--drills in language lab
   C. Vocabulary quizzes
   D. Unit tests in Spanish avoiding direct translation from English to Spanish
   E. Spelling tests

CONTENT for Level II (advanced)

This level includes those students who began studying Spanish in the middle schools (sixth grade).

The objectives, activities and evaluation will be the same as the beginning level. Upon review of important structures of Level I, follow content of Spanish II with advancement in structures, such as:

I. Use of the present subjunctive in emotional or causal expressions (with change of subject - comparison of "yo quiero ir" "yo quiero que vd. vaya."

II. Preterite and imperfect indicative of regular verbs in all three classes (plus irregular ser, ir, dar - imperfect ver, ir, ser: special meaning of conocer in preterite)

SPANISH II

(For students in Grade 9 who have had Spanish in Grades 6, 7, 8, or for those who have had Spanish I)

The objectives, activities, evaluation and bibliography for the high school course will be identical for each level and the content will be specified at each level.

INTRODUCTION

I. Status of the language

In high school a language should be considered a solid academic subject. Students should begin to realize that learning a new language takes effort and desire and therefore, they should be expected to apply the effort.

II. Characteristics of students

Probably the majority of students will be average or slightly above. Few will be outstanding and few will be incapable of performing.

III. Evaluation

Grading should be considered in regard to the student's ability in performing the required work.

OBJECTIVES

The long-range objectives of the high school Spanish program are the following:

I. The acquisition of a second or additional medium of communication -- the ability to understand, speak, read and write Spanish with some facility
   - A. Speaking: Ability to pronounce and converse with some facility in Spanish about everyday things of interest or matters of interest brought into the classroom
   - B. Reading: Ability to read and comprehend what the student himself is able to say. Ability to read Spanish newspapers, magazines, and the simpler short stories and novels
   - C. Writing: Ability to write what the student can say. Writing skill is developed toward the composition level
   - D. Listening: Ability to understand what the student himself is able to say, along with the ability to write with a fair degree of accuracy unfamiliar Spanish passages when heard

II. The understanding of the culture of other peoples
Understanding the culture of the Spanish-speaking peoples includes an appreciation of their history, geography, economy, education and contributions to Western civilizations. An appreciation (if not enjoyment) of the music, art, and literature of the Spanish-speaking countries is also a part of understanding the culture.

III. The development of a personal interest and appreciation along with the ability of self-expression

This entails the development of a desirable attitude toward foreign peoples of all countries both at home and abroad along with a broadened scope of interest in these peoples

LANGUAGE LEARNING

I. Learning a language is acquiring a new set of speech habits. The final state of language learning is habit, and the result of habit is skill. Thus, habit formation is language learning. This habit formation cannot be done in a haphazard way if it is to reach a high degree of effectiveness.

II. There are some very basic principles to keep in mind.
   A. The material that is presented must progress from the most essential to the least essential.
   B. The material must also progress from the easiest to the more difficult.
   C. The material must progress from the immediately useful to the more elegant.

III. Breaking the language into successive stages to be presented as a unit.
This unit should contain various types of materials to allow the student to become more proficient before proceeding to another stage.

FOCUS ON THE INDIVIDUAL

Individuals differ. This is a short but very important sentence to remember in the Spanish classroom. Language learning definitely proceeds at different rates for different persons under seemingly the same conditions. These differences in learning in a language course are many:

1. The number of units that can be learned
2. Memory span
3. Recall time
4. Ability to imitate sounds

Thus, the teacher has these extremes to deal with -- the exceptional student who has become extremely interested and definitely plans to continue Spanish studies, contrasted with the student who is struggling to complete two years of a language to satisfy college entrance requirements. The instructor must not forget either student.

ACTIVITIES

The keynote to Spanish instruction at any level is variety, but this may be especially true in the high school. The number of methods and techniques available to the creative teacher are practically limitless. The course should consist of various instructional activities in the classroom as well as the conventional drills, readings and explanations in Spanish. These may include humorous and factual newspaper and magazine articles, tangible objects to be used in learning new vocabulary, various types of blackboard drills to establish new constructions and vocabulary, and various types of contests such as dramatic readings, spelling, vocabulary, etc.

Variety in presentation should be within each class period as w
as in relation to different sessions. These presentations must
however, be carried out with a certain precision to be effectiv
If it is effective, there will be a high percentage of steady c
response and participation.

EVALUATION

The principal basis for the letter grade will be tests and quiz
consisting of both oral and written sections which are composed
many different types of items. Hopefully, every student finds
least one section on the exam at which he can be one hundred pe
cent successful. Thus, the exams must be adjusted to the level
of the class.

Since class participation is extremely important in the Spanish
program, students should be given credit for their amount of
participation and the quality of their participation. The qual
of the student's daily homework may also be a factor.

CONTENT - Level II

I. Verbs
   A. Review tenses of first year - first with familiar vocal
      and then with new situations, in order that review may
      become boring
   B. Preterit - add other irregulars, as well as verbs that
      meaning in preterit - as completed past action
   C. The review of imperfect
   D. This year should include special care in the comparison
      the two tenses, and in complex sentence usage
   E. Future and conditional (also of probability)
   F. Subjunctive mood
      Review of formation of present in causal and phrases of
      emotion -- add adjective, adverb, dubative clauses (pas
      subjunctive in all these situations) - special drills c
      differences between indicative and subjunctive
   G. Reflexive
      Add use in accidental occurrences and as the passive
   H. Present perfect - action just happened with possibility
      of continuing
   I. Present progressive - occurring during time subject is
      (Once they have mastered both #8 and #9 alternate drill
      between two tenses to reinforce)

II. Nouns and adjectives
   A. Emphatic usage due to positioning --
   B. Diminuitives, augmentatives
   C. Replacement of noun by adjective; also use and meaning
      "lo + adjective" "eo + adjective"

III. Pronouns
   A. Long form possessives
   B. Relative pronouns
   C. Demonstratives
   D. Clause relaters; que, quien

IV. Adverbs
Prepositional compounds vs. adverbs

V. Comparisons
A. Superlative
B. Equality, inequality

menos que / mas que — vs. — menos / mas — de

VI. Other
A. Sino vs. pero; bueno vs. bien
B. Main uses of por and para and comparison of two
C. Review and refinement on use of ser and estar
D. Idiomatic expressions
with verbs: poner (ponerse, ponerse a)
echar (echar (se) a)
hacer (hacerse)
llegar a ser
dar (dara, dar con)
volver (volverse, volver a)
hay que + infinitive
tener que + infinitive
haber de + infinitive
deber + infinitive
tener ganas
E. Infinitive following a preposition
Others: a la vez, de nuevo, enfrente de, frente a, delante de detras de, arriba, abajo, afuera (s) fuera, rejos (de), cerca (de) etc.

VII. Oral
A. Be able to carry on spontaneous conversation about everyday situations
B. Be able to give oral summaries of either written or oral subject matter and answer detailed questions about
C. Be able to approximate more complicated stress patterns of longer sentence and phrase structures
D. Understand conversation of a native on familiar topics
E. Recognize broad regional differences in accent

VIII. Reading and writing
A. Be able to read, understand, and talk about graded short stories
B. Be able to handle short newspaper or magazine articles - general content and simple discussion
C. Be able to write a simple business letter or informal letters
D. Be able to write short narratives on known situations without reference to translation

IX. Culture
A. Contributions of Hispanic cultures to North America
B. A general broad introduction to the peoples, geography, economy, politics, social structure and traditions
C. An introduction to the main historical water sheds of Latin American history and of prominent figures
D. An awareness of U.S. - Latin American current relations

SPANISH LEVEL III

CONTENT
First Semester

I. Review of all forms of verbs
   A. Tenses
   B. Moods
   C. Irregular
   D. Comparatives
   E. Equalities
II. Review of pronouns
   A. Placement
   B. Relation of speaker
   C. Personal a
   D. Adjectives - placement
   E. Adverbial vs. adjective forms
III. Review of syntax
   A. Statement
   B. Questions
   C. Imperatives
   D. Emphatic usages
      e.g. pronouns - word order - not intonation
IV. Review of uses, differences in:
   A. Ser - estar
   B. Por - para
   C. Preterit vs. imperfect
   D. Sequence of tenses
   E. Idiomatic expressions
   F. Use of poner, dar, hacer
V. New grammar
   A. Fine points of ser vs. estar
      e.g. for result vs. action
      for local comparisons (pred. adj.)
      for generic vs. count nouns
      for equivalents: some, any, none of
      for the true passive voice
      for the historical past (preterit)

VI. Review of old vocabulary and introduction of new
   in -- oral conversation
   -- graded modern short stories
VII. Oral discussion
   A. Oral drills to review new and old vocabulary
   B. Question - answer situations
   C. Topical conversations to use - review and new
VIII. Written content
   A. Question-answer
   B. Explanation
   C. Simple analysis of reading
   D. Original and given situations
   E. Sets of words, letters
   F. Letter writing
      1. Formal
      2. Business
      3. Informal

IX. Oral content
  A. Spoken forms of address
  B. Social usage
  C. Fine points of tú, vosotros, usted
     (Practical situations: airport, restaurant, hotel, on the street, social occasions)
X. Oral understanding
  A. Reading
  B. Discussion
  C. Summarize
  D. Analyze what is said
  E. Answer specific questions
XI. Written content
  A. Summarize
     (from magazines, newspapers, stories) to learn idiomatic Spanish
  B. Answer specific questions
XII. Cultural aspects
  A. More in-depth discussion of modern Latin America
     1. Political
     2. Economic
     3. Social
     4. Cultural
     5. Problems
     6. Main regional distinctions
  B. Thorough grounding in -
     Economics, Politics, History, Geography
  C. Study of the differences between U. S. and Latin America and problems in understanding

Second Semester

Same as for first semester except the emphasis is on Spain, adding its problems with modern day Europe, as well as with U.S.

I. Overview of popular and classical artists
II. Music of both Latin America and Spain
   (general explanation of ideas, style)
   e.g. Picasso, Rivera, Orozo, Dali, Miro, De Fallax, Goya, Gravado, Flamenco, Canto Hondo, Mariachi
III. Reading
  A. Recognized modern short story writers, journalists, especially Latin American
  B. Modern playwrights - Usegli, Casona, Benavente, Buero, Vallejo
     Use one-act plays
  C. Vocabulary, particularly idiomatic expressions from the reading
  D. General cultural attitudes
     (rather than specifics from each author)
  E. Oral and written discussions

Enrichment
Produce a one-act play of an understandable author.

Care should be maintained over pronunciation at all times.

SPANISH - LEVEL IV

All work, by this time, should be handled orally, both by students and teacher, at a normal conversational rate. All points, grammar and vocabulary included, should be explained in Spanish.

CONTENT

First Semester

I. Grammar
   - A. Review of major points
   - B. Differences between por - para, ser - estar
   - C. Moods, tenses

II. Usage
   - A. Common expressions
   - B. Idiomatic expressions

III. Vocabulary
   - A. To be increased through reading papers, magazines, modern writers
   - B. Fine points
     pelo, pellizco, cara, rostro, naranjo, waranja, naranjal

IV. Comprehension
   - A. Students should have nearly complete ability to understand
   - B. Students should be able to produce basic idiomatic conversation
   - C. Students should be able to explain modern writing or living situations

V. Reading
   - A. Read with fluency and correctness
   - B. Read to understand for discussion
     Some short stories and simpler plays should be used to start the year. Discussion of individual authors should be in depth.
   - C. Should include more difficult, mature plays and modern novels (with social, philosophic centers) Calleo, Satelo, Buero, Vallejo, Casona
   - D. Read works of a particular author -- do research on style, ideas, background
   - E. Poetry
     Lorca, Machado, Becquer, Dario, Salinas, Jimenez
     (Consider form, content, and sound)

VI. Cultural content
   - A. Revelation of attitudes and customs through reading
   - B. Reports in Spanish -- real research (Two major research articles)
     1. An author and his work
     2. A historical, political, economic topic
   - C. History of Language
     1. Influence of various languages
        Latin, Arabic, native dialects of Spanish - changes in usage and pronunciation
   - D. History of Spain

Second Semester

I. Study of the Spanish empire
   Audencia, Junta, Reducciones, Inquisicion

II. Colonial organization and structure
Viceroyalties, Proportioning of Indians
III. Study to Napoleonic invasion of Spain and independence
IV. Study to 1800 on Latin America

BIBLIOGRAPHY

Filmstrips and Records

Masterworks of Mexican Art
(6 filmstrips (each $7.25) -- 12 records (each $5.00) - $70 set
Bailey-Film Associates
11559 Santa Monica Blvd.
Los Angeles, California 90025

67: South America: A Regional Study
9 captioned color filmstrips with manual -- $42.50
188: The West Indies
9 captioned color filmstrips with manual -- 42.50
ME32: The Mayas of Central America
50 frame color filmstrip -- $6.00
Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

The Caribbean: Puerto Rico
(1087-1090) 4 filmstrips -- $24.00 ($6.00 each)
Stanley Bowmar Company, Inc.
4 Broadway
Valhalla, New York 10595

Mexico and Central America (color) Series of 6 -- $36.00
Filmstrip Series No. 9530
Encyclopaedia Britannica, Inc.
1150 Wilmette Avenue
Wilmette, Illinois 60091
South America - Along the Indes (color) series of 6 -- $36.00
Filmstrip Series No. 9600
Same as above
South America - Eastern and Southern Lands (color)
Filmstrip Series No. 9590 - series of 6 -- $36.00
Same as above

3214 Spain - The Country and Its People
MXR 4 color filmstrips, 2 records -- $30.00
5909 Two Spanish Towns -- 6.00
Stanley Bowmar, Inc.
4 Broadway
Valhalla, New York 10595

LATIN I
(Grades 9, 10, 11, 12)

OBJECTIVES

To develop a facility for the reading of the language through the mastery of the basic grammatical structures and word order
To give an awareness of Roman life
To introduce the history of the Roman Empire
To show a correlation between the study of world history and Roman history

CONTENT

I. Grammatical structures
  A. Five declensions
  B. Four conjugations
  C. Uses of cases
  D. Tenses and moods and voices of verbs
  E. Comparison of adjectives and adverbs
  F. Pronouns
    1. Demonstrative
    2. Personal
    3. Relative
    4. Interrogative
    5. Reflexives
  G. Infinitives
    1. Complementary
    2. Indirect discourse
  H. Participles
II. Vocabulary study
  A. Latin words
  B. Derivatives in English language
III. Study of Roman life and culture
  A. Art
  B. Architecture
  C. Customs
IV. Study and appreciation of literature

ACTIVITIES

I. Contests for learning vocabulary
II. Crossword puzzles
III. Models of buildings
IV. Figures which show customary dress
V. Posters showing derivatives in our language
VI. Drawings representing literary figures or places

EVALUATION

I. Translations
II. Vocabulary tests
III. Comprehension tests
IV. Matching and completion tests
V. Diagrams
VI. Oral reading tests

BIBLIOGRAPHY - At the end of the guide for Latin

LATIN II
(Grades 10, 11, 12)

OBJECTIVES

To study Roman life and history in depth
To study mythology as it relates to Roman life
To review basic grammatical structure and to learn more complex structures

CONTENT

I. Grammatical structures
   A. Review
      1. Declension of nouns
      2. Conjugations of verbs
      3. Adjectives and adverbs and their comparisons
      4. Pronouns
      5. Infinitives
      6. Participles
   B. Ablative absolute
   C. Gerund
   D. Subjunctive
   E. Purpose clauses
   F. Clauses of result
   G. Indirect question
   H. Subjunctive with Cum.
   I. Gerundives
II. Translation
   A. Argonauts
   B. The story of Rome
   C. The Gallic War
   D. Poetry
III. Identification and appreciation of contributions to our culture
   A. Mythology and other literature
   B. Music
   C. Art and architecture
   D. Language
      1. Words
      2. Structure
      3. Common abbreviations, such as i.e., e.g. ibid, etc.
      4. Quotations
      5. Legal and medical use
      6. Money
      7. Religious influence
   E. Political significance
   F. Physical development

ACTIVITIES

I. Posters and models
II. Resource people
III. Use of films, filmstrips, flat pictures
IV. Observation locally of art, architecture, etc.
V. Museums
VI. Word games
VII. Charts

VIII. Reports
IX. Roman banquets
X. Skits

EVALUATION

I. Direct translation
II. Comprehension tests in English
III. Vocabulary tests
IV. Tests on the historical and cultural effects
V. Identification of important persons

LATIN III

OBJECTIVES

To review basic grammatical structure and pursue more complex structures required for a proper understanding of prose authors
To study the works of Cicero and other authors in depth to gain an understanding of their lives, their contemporaries, Roman government and Roman life
To increase English vocabulary
To increase the ability to read and comprehend Latin at sight and translate it into clear, idiomatic English

CONTENT

I. Derivatives

II. Review of all grammar studied in Latin I and II

III. Introduction and study of the following:
   A. Conditional sentences
   B. Independent subjunctives
   C. Other subjunctive clauses

IV. Study of rhetorical devices and figures of speech

V. Knowledge of Cicero, including politics, government, problems, and general life of the times

VI. Translation of:
   A. Speeches against Catiline
   B. Speech on Pompey's Commission
   C. Oration of Archias
   D. Essay on Old Age
   E. Essay on Friendship
   F. Selections from other authors

VII. Study of the parallels between Roman and modern life and government

VIII. Study of the great historical figures of the last years of the Roman Republic

ACTIVITIES

I. Research reports or projects on Roman emperors

II. Oral panel or committee reports on the four schools of philosophy prominent in ancient times connected with Cicero

III. Two written book reports, one of which must be <u>A Slave of Cataline</u>

EVALUATION

I. Reading for comprehension

II. Recognition of Cicero's style and choice of words

III. Knowledge of derivatives

IV. Test on historical and political development

V. Formulation of a critique of Cicero, the man

VI. Comparison of Cicero's ideas to modern life

VII. Identification and translation of structures in Latin for grammar

VIII. Analysis of oratorical prose

IX. Knowledge of the readings

BIBLIOGRAPHY - At the end of the guide for Latin

LATIN IV

OBJECTIVES

To review basic grammatical structure and pursue more complex structures
To review all aspects of poetry, namely, poetical forms and structures, versification and figures of speech
To study in depth selections from Virgil and other poets
To increase English vocabulary
To broaden cultural background through the enjoyment of a masterpiece of world literature

CONTENT

I. Review of grammar as needed

II. Review of rhetorical devices

III. Study poetical constructions

IV. Knowledge of Virgil's life and times

V. Translation of The Aeneid" (Books I, II, III, IV, and VI - Book V is discussed, not read)

VI. Quotations to be learned

VII. Derivatives

ACTIVITIES

I. Two written book reports

II. Collateral reading in English of either Milton's "Paradise Lost", Dante's "Inferno", Homer's Iliad or Odyssey

III. Mythology reports on the gods and goddesses, heroes and heroines, and love stories

IV. Visit to a university class of classics

EVALUATION

I. Reading for comprehension

II. Scansion and poetical devices

III. Knowledge of the story

IV. Discussion of Virgil's influence on later writers

V. Identification of important passages and their relationship to the story

VI. Derivatives - their importance and choice of Latin word in the writing

VII. Historical development

VIII. Mythological connections

BIBLIOGRAPHY FOR LATIN

Latin Reading List - General Background
Non - Fiction

Africa, Thomas W. Rome of the Caesars, Wiley, 1965.
Boak, A. B. R. History of Rome to 565 A.D.
Boissier, G. Cicero and His Friends, Putnum.
Bouquet. Everyday Life in New Testament Times, Scribner, 1953.
Buehr, Walter. Warrior's Weapons, Crowell, 1963.
Cary, Max. History of Rome, St. Martin's Press, 1954.
Coolidge, Olivia. Caesar's Gallic War, Houghton, 1961.
Coolidge, Olivia. Greek Myths, Houghton, 1959.
Coolidge, Olivia. Lives of Famous Romans, Houghton, 1965.
Coolidge, Olivia. The Trojan War, Houghton, 1952.
Cowell, F. R. Everyday Life in Ancient Rome, Putnam, 1961.
Davis, William S. A Day in Old Rome
Duggan, Alfred. Julius Caesar, Knopf, 1955.
Duggan, Alfred. The Romans, World Publishers, 1964.
Falls, C. B. The First 3000 Years, Viking, 1960.
Foster, G. Augustus Caesar's World, Scribner, 1940.
Gibbon. The Decline and Fall of the Roman Empire, Putnam, 1962.
Gunther, J. Julius Caesar, Random House, 1959.
Hamilton. The Roman Way, Norton, 1932, Oxford University Press, 1957.
Highet, Gilbert. The Classical Tradition, Knopf, 1957.
Highet, Gilbert. Poets in a Landscape, Knopf, 1957.
Horizon History of Christianity, American Heritage, 1964.
Johnston. Private Life of the Romans.
McDaniel. Roman Private Life and Its Survival.
Mills, Dorothy. Book of the A ncient Romans, Putnam, 1927.
Montanelli, I. Romans without Laurels, Pantheon, 1962.
Nat'l. Geog. Mag. Everyday Life in Ancient Times, 1958.
Oursler, P. The Greatest Story Ever Told, Doubleday, 1949.
Showerman, G. Rome and the Romans.
Starr. A History of the Ancient World.
Suetonius. Lives of the Twelve Caesars.
Williamson. The World of Josephus.
Woolley. Digging up the Past.

Fiction

Anderson, For Freedom and for Gaul
Anderson, Swords in the North
Anderson, With the Eagles
Baumann, I Marched with Hannibal
Brown, Gaul is Divided
Bryher, The Coin of Carthage
Coolidge, Roman People
Costain, Darkness and the Dawn
Cottrell, Hannibal, Enemy of Rome
Davis, Friend of Caesar
DeWohl, The Living Wood
DeWohl, The Spear
Dolan, Hannibal of Carthage
Donauer, Swords Against Carthage
Douglas, The Big Fisherman

Douglas, The Robe
Duggan, Julius Caesar
Gale, Julia Valeria
Kent, He Went with Hannibal
Knudson, The Challenge
Komroff, Julius Caesar
Lamb, Hannibal: One Man Against Rome
Lamprey, Children of Ancient Rome
Lawrence, Gift of the Golden Cup(Public Library only)
Lytton, The Last Days of Pompeii
Malvern, The Secret Sign
Noble, Egypt's Queen Cleopatra
Powers, Hannibal's Elephants
Shore, Captive Princess
Sienkiewicz, Quo Vadis
Snedeker, The Forgotten Daughter
Snedeker, The White Isle
Wallace, Ben Hur
Warner, The Young Caesar
Wells, On Land and Sea with Caesar
Wells, With Caesar's Legions
Whitehead, The Standard Bearer
Wilder, Ides of March
Williamson, The Eagles Have Flown

Reference Books

Jackson and Hodder, The Seven Sovereign Hills of Rome
Harper's Dictionary of Classical Literature and Antiquities
(Public Library in reference room)
Avery, The New Classical Handbook (Public Library in reference room)

Reference Books on Emperors

Cary, Max, History of Rome, St. Martin Press, 1954.
Boak, Arthur, History of Rome to 565 A.D., Macmillan, 1965.
Scullard, H. H., From the Gracchi to Nero, Methuen, 1964.
Plutarch, Plutarch's Lives (check various volumes), Random, 1967.
Montanelli, Indro, Romans Without Laurels, Pantheon, 1962.
Suetonius, Tranquillus, Lives of the Twelve Caesars, Modern Library, 1959.
Gibbon, Edward, Decline and Fall of the Roman Empire, Putnam, 1962.
Weigall, Arthur. Nero.
Graves, Robert. I, Claudius.
Graves, Robert. Claudius, the God and his Wife, Harrison Smith, 1935.
Harvard Classics. Meditations of Marcus Aurelius.

Reading List - Latin III and Latin IV

Anderson, P. L. - A Slave of Cataline
Anderson, P. - Pugnax the Gladiator
Atherton, G. - The Golden Peacock (Public Library only)
Bangs, J. K. - Houseboat on the Styx
Bryher, W. - Roman Wall
Costain, T. B. - The Silver Chalice
Godwin, S. - The Roman Eagle
Graves, R. - I, Claudius

Halliburton - Glorious Adventure (Public Library only)
Homer - Odyssey
Homer - Iliad
Kellner, E. - Bride of Pilate (Public Library only)
Lawrence, I. - Gift of the Golden Cup (Public Library only)
Morley, C. - The Trojan Horse (Public Library only)
Trease, G. - Message to Hadrian
White, E. L. - The Unwilling Vestal
White, S. E. - Andivius Hedulio
Caldwell, Taylor - A Pillar of Iron

Records

Cicero (1-12" 33-1/3 R.P.M. - Educational Record Sales, 157 Chambers Street, New York, New York 10007)

9973 - The Story of Virgil's Aeneid (in English by Moses Hadas) - $5.95
9972 - The Latin Language(Bilinqual text - read by Moses Hadas) - $5.95

Filmstrips

Pandora and the Gift of the Gods
King Midas and the Golden Touch
Daedalus and Icarus
Jason and the Golden Fleece
Theseus and the Minotaur
Phaeton and the Chariot of the Sun
Pegasus and Bellerophon
The Trojan Horse
The Sword of Damocles
Damon & Pythias
F-184 - Myths and Legends of Ancient Greece and Rome
Set of 10 color filmstrips with Latin captions and teacher's manual-$47.25
Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

383-3 The Roman Communities and Homes $6.50
383-4 Roman Architecture and Art $6.50 (Each filmstrip with a guide).
Set of 4 filmstrips and 2 records with guides - $31.00
The Classical Age
381-7 The Roman Republic $6.00
381-8 The Roman Empire $6.00
Roman Communities and Homes
Roman Architecture and Art
The Religions of Rome
People of Rome
World History - The Roman Empire
World History - The Roman Republic
Society for Visual Education
1345 Diversy Parkway,
Chicago, Illinois 60614

Prometheus and Pandora
Apollo and Phaeton
Ceres and Proserpina
Baucis and Philemon
Atalanta's Rade
Minerva and Arachne
Jim Handy

The Roman Way of Life (from the Period of the Republic 509-30 B.C.- through the Period of the Roman Empire 30 B.C. - A.D. 476)

Living in Ancient Rome
Two Boys of Ancient Rome
Great Accomplishments of the Roman Empire
Julius Caesar, Politician and Dictator
Encyclopedia Brit.
425 N. Michigan Avenue
Chicago, Illinois 60611

Films

Roman Political Institutions
Virgil's Life and Works
Educational Audio Visual
Pleasantville, New York 10570

Magazines

Life -"The Miracle of Greece" - 1963 Series
Life -"The Romans" - 1966 Series

Resource Material - American Classical League
Miami University
Oxford, Ohio 45056

SELECTED BIBLIOGRAPHY FOR MODERN FOREIGN LANGUAGE TEACHERS

Anderson, Theodore, The Teaching of Modern Languages in the Elementary Schools. Heath

Brisley, Leonard and others. Reports of Surveys and Studies in the Teaching of Modern Foreign Languages. Menasha, Wisconsin, Modern Language Association of America, 1961.

Brooks, Nelson. Language and Language Learning, 2nd ed. New York: Harcourt, Brace and World. 1964.

Chamberlain, Jane Scott. Source Materials for Secondary School Teachers of Foreign Languages. A revision of the 1962 publication compiled by Esther Eaton and Mary Hayes, U. S. Office of Education. Available from Publication Sales Section, National Education Association, 1201 Sixteenth St., Washington, D.C. 20036, and the MLA Materials Center, 62 Fifth Avenue, New York, New York 10011.

Eriksson, Marguerite - Forest, Ilse - Mulhauser, Ruth, Foreign Languages in the Elementary School, Prentice-Hall.

Finocchiaro, Mary. Teaching Foreign Languages to Children. New York: McGraw-Hill, Inc. 1964.

Grittner, Frank M. Teaching Foreign Languages. New York: Harper and Row, Publishers. 1969.

Hall, Robert A. New Ways to Learn a Foreign Language. New York: Bantam Books, Inc., 1966.

Hayes, Alfred S. Language Laboratory Facilities. U. S. Department of Health, Education & Welfare, No. 37, U. S. Government Printing Office, Washington, D. C. 1963.

Huebener, Theodore. How to Teach Foreign Languages Effectively. Rev. Ed. New York: New York University Press. 1965.

Huebener, Theodore. Why Johnny Should Learn Foreign Languages. Chilton Company, 1961. Philadelphia, Pa.

Hutchinson, Joseph C. Modern Foreign Languages in High School: The Language Laboratory, 1963. U. S. Government Printing Office.

Keesee, Elizabeth, References on Foreign Languages in the Elementary School - Teaching Techniques, U. S. Department of HEW, U. S. Government Printing Office, 1960 No. 29.

Keesee, Elizabeth, References on Foreign Languages in the Elementary School, U. S. Office of HEW, U. S. Government Printing Office 1963.

Kirk, Charles F., Successful Devices in Teaching Spanish. Portland, Maine. J. Weston Walch, 1958.

Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, Inc. 1964.

Lado, Robert. Language Testing. A Teacher's Book. The Construction and Use of Foreign Language Tests. New York: McGraw-Hill, Inc. 1964.

MLA of America. MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages. Ollman, Mary (ed.)

Michel, Joseph, ed. Foreign Language Teaching: An Anthology. New York: Macmillan.

Miras, Edmond A. A Language Teacher's Guide. New York: Harper & Brothers, 1962.

O'Connor, Patricia. Modern Foreign Languages in High School: Pre-reading Instruction. U. S. Dept. Health, Ed. and Welfare, U. S. Government Printing Office, Washington, D. C. 1963.

Ollman, Mary (ed.). MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages. Modern Language Association, 1962. Supplements, 1964: (1) French and Italian; (2) Spanish and Portuguese; (3) German, Norwegian, Polish, Russian, and Swedish.

Politzer, Robert L. Teaching French: An Introduction to Applied Linguistics. New York: Ginn and Company, Inc., 1960.

Politzer, Robert L. and Staubach, Charles N. Teaching Spanish: a Linguistic Orientation. New York: Ginn and Company. 1961.

Remer, Ilo. Handbook for Guiding Students in Modern Languages. Circular No. 26, 1963. U. S. Government Printing Office, Washington, D. C.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968.

Rivers, Wilga M. The Psychologist and the Foreign Language Teacher. Chicago: The University of Chicago Press. 1964.

Stack, Edward M. The Language Laboratory and Modern Language Teaching. New York: Oxford University Press, Inc. 1966.

Valdman, Albert, ed. Trends in Language Teaching. New York: McGraw Hill. 1966.

Valette, Rebecca M. Modern Language Testing: A Handbook. New York: Harcourt, Brace, and World. 1967.

Northeast Conference Reports. All are available at the Modern Language Association, Materials Center, 62 Fifth Avenue, New York, New York 10011.

1954 Foreign Language Teachers and Tests

1955 Culture, Literature, and Articulation

1956 Foreign Language Tests and Techniques

1957 The Language Classroom

1958 The Language Teacher

1959 The Language Learner

1960 Culture in Language Learning

1961 Modern Language Teaching in School and College

1962 Current Issues in Language Teaching

1963 The Intermediate Phase

1964 Foreign Language Teaching, Ideals and Practices

1965 Challenges to the Profession

1966 Language Teaching: Broader Contexts

1967 Foreign Languages: Reading, Literature, Requirements

1968 Foreign Language Learning: Research and Development

1969 The Use of Media in Teaching Foreign Languages

BIBLIOGRAPHY FOR FOREIGN LANGUAGE TESTING

Valette, Rebecca M., Modern Language Testing, a Handbook. Harcourt, Brace, and World. 1967

Lado, Robert, Language Testing. The Construction and Use of Foreign Language Tests. McGraw-Hill Book Company. 1962

Lado, Robert, Language Teaching. A Scientific Approach. Chap. 16, McGraw-Hill, Inc. 1964

Brooks, Nelson, Language and Language Learning, Chap. 15, pp 199-225 Harcourt, Brace, and World 1964

Valdman, Albert, Trends in Language Teaching. Chap. 11, pp 175-214 McGraw-Hill, Inc. 1966

Stack, Edward M., Laboratory and Modern Language Teaching. Chap. 11, pp 184-205. Oxford University Press 1966

TESTS

MLA Cooperative Foreign Language Tests. Princeton, N. J. Educational Testing Service, 1964

MLA Foreign Language Proficiency Tests for Teachers and Advanced Students Princeton, N. J. Educational Testing Service, 1962.

Pimsleur Proficiency Tests - French, German, Spanish Harcourt, Brace, and World, Inc. 1966

Greenberg, J. et al, Cooperative (French, Spanish) Test, Princeton, N. J.

PROGNOSTIC TESTS

Carroll, John B. and Sapon, Stanley M. Modern Language Aptitude Test, Form A New York; The Psychological Corporation, 1958-1959.

Pimsleur, Paul, Language Aptitude Battery, New York. Harcourt, Brace, and World, Inc. 1966

110

BIBLIOGRAPHY FOR GUIDANCE IN FOREIGN LANGUAGES

Heubener, Theodore. Why Johnny Should Learn Foreign Languages, Chilton, 1961 $4.00

Indiana Language Program. Translating Foreign Languages into Careers. Indiana University, Bloomington, Indiana 1964.

Johnston, Marjorie and Keesee, Elizabeth. Modern Foreign Languages and Your Child. U. S. Government Printing Office. 1964 25¢

Johnston, Marjorie, Modern Foreign Languages in High School. U. S. Government Printing Office, 1958 $1.00

Massachusetts Institute of Technology. What Foreign Language Shall I Study in Secondary School? Director of Admissions.

Modern Language Association. Foreign Language Discussion Pamphlets.

1. The Importance of Increased and Improved FL Teaching as Evidenced by the NDEA 1958.
2. Individual Development and the Second Language Experience.
3. The Case for Earlier Beginnings in FL Teaching, and Its Usefulness for all Children
4. The Need for Longer Sequences in FL Teaching
5. The Need for Learning All the Language Skills
6. New Instructional Materials and Sources of Financial Aid in Purchasing Them
7. Career Opportunities for Those Proficient in Foreign Languages
8. MLA Policy Statements on Qualifications of Modern Foreign Languages and for State Foreign Language Supervisors

25¢ each pamphlet or $1.00 a set
MLA Materials Center, 4 Washington Place, New York, N. Y. 10003

Modern Language Association, Foreign Language Program Policy, PMLA, Sept. 1956. No. 4, Part 2, 12 pp, Paper 25¢ MLA Materials Center, (address above)

National Education Association, Should My Child Study a Foreign Language? Publications Division, National Education Association, Washington, D. C.

Parker, William R. The National Interest and Foreign Languages, 3rd Edition, 1962 U.S. Government Printing Office, Washington, D. C. 45¢

Remer, Ilo, A Handbook for Guiding Students in Modern Foreign Languages. 1963 U.S. Government Printing Office, Washington, D. C. 45¢

U. S. Department of Labor, Foreign Languages and Your Career. Occupational Outlook Service, U. S. Department of Labor, Washington, D. C.

U. S. Military Academy, Choosing a Language. Department of Foreign Languages, U. S. Military Academy, West Point.

Lund, Gladys and Herslow, Nina Greer. Foreign Language Entrance and Degree Requirements in U. S. Colleges and Universities. The Modern Language Association of America, New York, 60 Fifth Ave., New York, N. Y. 10011

Munson, Harold. Guidance Activities for Teachers of Foreign Languages. Science Research Associates, Inc., 259 E. Erie Street, Chicago, Ill. 60611

Kettlecamp, Gilbert C. "Vocational Opportunities for Foreign Language Students." Modern Language Journal, March, 1967, pp. 135-160.

Some Do's and

Don't's for a

Modern Foreign Language

Teacher

Do's	Don't's
1. Choose materials suitable for the age and grade level of the students.	1. Select materials which are too hard, too easy, or uninteresting.
2. Try to individualize instruction according to ability and interest as far as possible.	2. Force all students into the same mold.
3. Pace work to learning of most of the students.	3. Make lesson boring by going too slowly, or frustrate students by going too fast.
4. Find effective ways for dealing with routine tasks such as taking attendance, collecting and passing out materials, checking homework, etc.	4. Waste valuable time with routine tasks.
5. Use class time for drill of the language.	5. Spend all the time talking about the language.
6. Use class time for activities which will contribute to building language skill.	6. Spend class time in activities which could be done out of class.
7. Make sure an activity is worth doing.	7. Use activities which do not contribute to language learning.
8. Plan lesson in terms of what you expect students to learn.	8. Plan by following the book page by page, exercise by exercise.
9. Plan a variety of activities for each class period.	9. Spend all the time on one activity.
10. Involve students in planning activities.	10. Think that students will necessarily enjoy doing what you think they ought to do.
11. Have desks clear.	11. Permit students to have books, papers, notebooks, or homework for other subjects on desk.
12. Know material to be taught, or use cards to refresh your memory.	12. Be tied to the textbook.
13. Spend only short time memorizing new material	13. Spend the whole period memorizing dialogues or basic sentences.

112

Do's	Don't's
14. Learn dialogues or pattern sentences in short related segments.	14. Try to learn a whole page in one lesson
15. Establish meaning of material to be learned.	15. Have students repeat without knowing what they are saying.
16. Use paraphrase, charts, gestures, explanations, pictures, films, film strips, flannel board, magnetic board, realia, slides, or English equivalent to establish meaning.	16. Use word for word translation with detailed analysis of language in text.
17. Model language correctly including intonation	17. Distort language by going too fast or too slow
18. Repeat sentence several times in different parts of the room.	18. Expect pupils to repeat sentence correctly after hearing it once or twice imperfectly.
19. Use backward build-up with longer, more difficult sentences.	19. Break sentences into meaningless segments from the beginning.
20. Work on individual sounds when necessary.	20. Be satisfied with approximate pronunciation.
21. Use tape recorder to model language.	21. Provide only one voice model for the students to follow.
22. Have clear hand signals.	22. Expect students to follow vague gestures.
23. Use combination of group and individual responses.	23. Spend whole period on any one type of response.
24. Give immediate correction or confirmation of student response.	24. Allow errors to pass unnoticed, or correct responses to be unnoted.
25. Conduct oral work mostly with books closed.	25. Permit students to have books open.
26. Check frequently to see whether students understand.	26. Assume that accurate repetition necessarily indicates comprehension.
27. Use the dialogue as a point of departure for learning the language skills.	27. Use the recitation of the dialogue as the end result of the language lessons.
28. Adapt the vocabulary and structures learned in the dialogues to fit other situations through questions and answers, directed dialogues, variation, personalization, narration, and similar activities.	28. Limit the lesson to simple rote recitation of the dialogue given in the text.

Do's	Don't's
29. Conduct the class in the foreign language, except possibly for short explanations, generalizations, or directions.	29. Conduct the class mainly in English.
30. Give classroom directions in the foreign language.	30. Use English for easily understood commands.
31. Insist that students speak only the foreign language in class.	31. Permit students to use English.
32. Speak clearly so all students can hear.	32. Speak too softly or indistinctly.
33. Do make sure that all students hear response of each individual.	33. Permit indistinct responses.
34. Have group echo correct responses of individuals when reinforcement is needed	34. Rush through drill without reinforcing correct responses.
35. Supply correct response when student hesitates.	35. Embarrass or discourage student who needs help.
36. Have correct response given by group and other students.	36. Nag, scold, or use sarcasm.
37. Return to student who made error.	37. Ignore poor student who makes errors.
38. Draw all students into class participation.	38. Neglect any part of the class.
39. Have desks clear during laboratory practice.	39. Permit students to have books, papers, pencils, notebooks, or other items on desks.
40. Have laboratory drills only on material which has already been taught in class.	40. Introduce new material in the laboratory drills.
41. Listen to tape before class so you will know exactly what is on it.	41. Play tape with out being sure of its content.
42. Conduct laboratory drills with books closed.	42. Permit students to read exercises being drilled orally.
43. Reteach material which students do not know well.	43. Expect automatic responses on material which has not been learned well.
44. Limit drill in laboratory to suitable length of time -- usually about 20 minutes.	44. Continue drill beyond pupil's level of attention.

Do's	Don't's
45. Use a variety of drills in the laboratory.	45. Spend time on one type of pattern only.
46. Break long laboratory periods by having changes of activity.	46. Expect continued effort on repetitious, monotonous, drill exercises.
47. Monitor laboratory work and give help to students who need it.	47. Expect all students to recognize their own errors.
48. Give several examples of pattern drill before having students respond.	48. Expect students to understand with one example or an explanation.
49. Use only one language in a sentence.	49. Interweave English with the foreign language.
50. Keep voice lively and enthusiastic	50. Conduct drills in sing-song manner.
51. Maintain correct speed, intonation and pronunciation during drills.	51. Distort language by emphasizing the structure point being learned.
52. Keep pace of drill rapid.	52. Allow drills to become slow and monotonous.
53. Teach vocabulary in context.	53. Memorize word lists of English equivalents.
54. If brief resume of dialogue is given in English, use equivalent expressions.	54. Use word for word translation.
55. Teach the structures through analogy and generalization after many examples have been presented and drilled.	55. Begin by memorizing rules and paradigms and spend time finding examples, analyzing, explaining and manufacturing language.

---- Courtesy of Leona Glenn, Supervisor
Foreign Languages
Columbus, Ohio